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ABSTRACT

This study was undertaken in an effort to understand the role English as a second language (ESL) instructors and program coordinators play in assisting their adult students apart from providing specific language instruction. This role has been defined as that of an educational broker--one who may provide information, counseling, assessment, advocacy or on-going support to students. A questionnaire was devised and distributed to ESL adult educators throughout Minnesota to determine the services the educators provided, the needs they perceived the students to have, the services which should be provided by instructors, and important attributes of effective instructors. Responses indicated that ESL program personnel did perform educational brokering services, particularly as related to educational needs, coping and daily living problems, and career or vocational concerns. Respondents perceived the greatest student needs for information, counseling, and on-going support, especially as related to vocations, education, and coping problems. There was general agreement that ESL instructors should provide information, assessment, and on-going support for students, with divided opinions regarding the provision of counseling and advocacy. Interest in attending workshops to further develop instructor attributes tended to parallel the importance associated with the attributes. (Author/JB)

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ENGLISH AS A SECOND LANGUAGE INSTRUCTORS AS PROVIDERS OF EDUCATIONAL BROKERING SERVICES FOR ADULTS

A Plan B Paper
Submitted to the Faculty of the Graduate School
of the University of Minnesota

by
Dorothy B. Stockwell

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CONTENTS

Page

APPROVAL OF COMMITTEE ON USE OF HUMAN SUBJECTS. iv

LIST OF TABLES. v

LIST OF FIGURES vi

Chapter

I. INTRODUCTION. 1

The Problem 1

Statement of Purpose. 2

Theoretical Background. 4

Outline of Study Plan 6

Significance of the Study 8

Limitations of the Study. 8

Organization of the Paper 9

II. LITERATURE REVIEW 11

Introduction. 11

The Adult ESL Learner 13

The Provision of Educational Counseling/Brokering Services. 19

English as a Second Language Programs and Educational Brokering 31

Summary of Literature Review. 35

III. METHODOLOGY 37

Introduction. 37

The Sample. 37

The Instrument. 39

CONTENTS (Continued)

Chapter Page

Data Collection 41

Data Analysis 43

IV. FINDINGS. 44

Introduction. 44

Characteristics of Respondents. 44

Brokering Services Provided 51

Perception of Student Need. 58

Services Instructors Should Provide 61

ESL Instructor Attributes 64

Discussion. 69

V. SUMMARY AND IMPLICATIONS. 74

Summary of the Study. 74

Conclusions 76

Implications and Recommendations. 79

Closing Statement 82

REFERENCES CITED. 84

APPENDICES

A. DEFINITIONS 88

B. AGENCIES SUPPORTING ESL PROGRAMS FROM WHICH SURVEY SAMPLE WAS DRAWN. 92

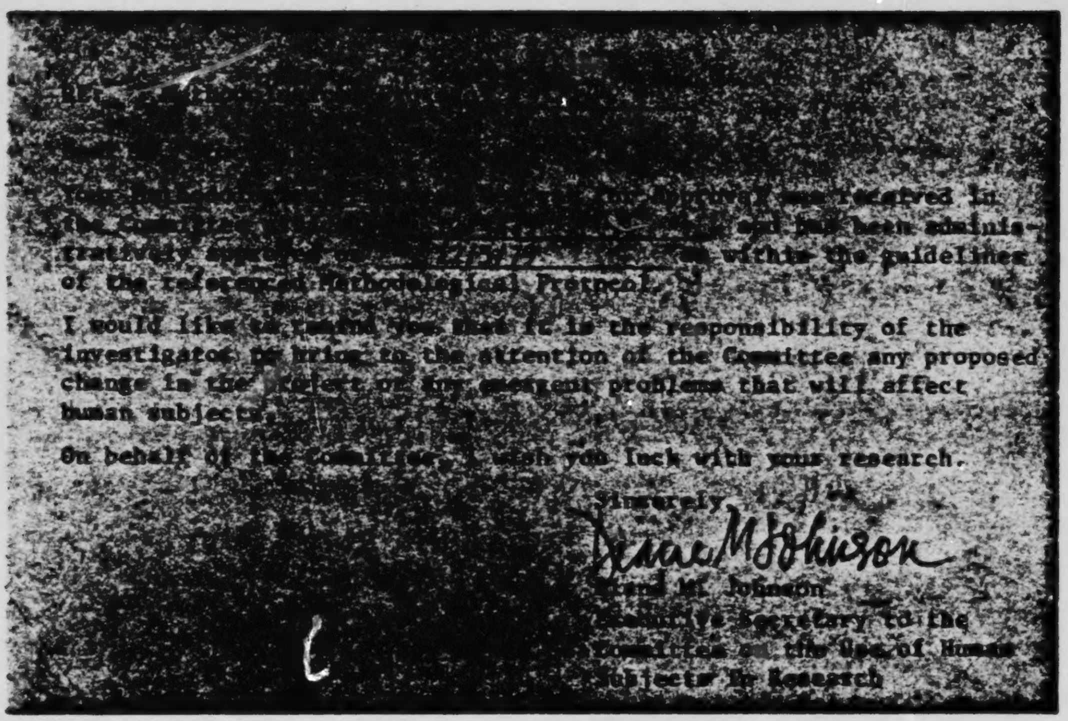
C. LETTER OF SUPPORT 95

D. SURVEY PARTICIPANT PACKET--COVER LETTER, QUESTIONNAIRE, ADDENDUM. 97

E. FOLLOW-UP REQUEST 109

F. TABLE 9-B 111

APPROVAL OF COMMITTEE ON USE OF HUMAN SUBJECTS



[illegible] approval was received in the Committee [illegible] and has been administratively approved [illegible] within the guidelines of the referenced Methodological Protocol.

I would like to remind you that it is the responsibility of the investigator to bring to the attention of the Committee any proposed change in the project or any emergent problems that will affect human subjects.

On behalf of the Committee, I wish you luck with your research.

Sincerely,

Diane M. Johnson

Diane M. Johnson
Executive Secretary to the
Committee on the Use of Human
Subjects in Research

TABLES

Table Page

1. Respondent's Position in ESL Program. 45

2. Number of Paid Working Hours Per Week 45

3. Institution Sponsoring ESL Program. 46

4. Type of Community in Which Program is Located 46

5. Average Class Size. 47

6. Administrative Contact With Students. 48

7. Educational Experience. 49

8. Percentages of Respondents Providing Educational Brokering Services by Five Areas of Need. 52

9. Percentages of Respondents Perceiving Much Need for Educational Brokering Services by Five Areas of Need. . . . 58

9-B. Percentages of Respondents Perceiving Some or Little or No Need for Educational Brokering Services by. . . . . . 111 Five Areas of Need

10. Respondents' Beliefs Regarding Which Educational Brokering Services ESL Instructors Should Provide 62

11. A Comparison of Respondent Subgroup Beliefs Regarding Services ESL Instructors Should Provide 62

12. Instructor Attributes 65

13. A Comparison of Selected Subgroup Responses Regarding Instructor Attributes 68

FIGURES

Figure Page

1. Percentage of Responses Indicating Frequent or Occasional Provision of Services According to Area of Need. 55

2. Percentages of Responses Indicating Frequent or Occasional Provision of Brokering Services. 57

3. Percentages of Respondents Indicating a Perception of Much Need for Educational Brokering Services. 59

4. Percentages of Responses Indicating a Perception of Much Need for Services According to Need Area 60

CHAPTER I

INTRODUCTION

The Problem

The refugee population of the United States, and hence the non-English Speaking population, is rapidly increasing. In October 1979 it was predicted that the Indochinese population alone could be expected to double in the next two years, with the number in Minnesota reaching 13,000 (Niewohner, 1979). In January 1980 there were 6,500 Indochinese in the Minneapolis/St. Paul metropolitan area (MACAE, 1980).

Refugees and other non-English speaking adult residents face a variety of adjustments. As a result, they have many needs related to their education, career or vocation, coping and daily living problems, social/emotional concerns, and personal relationships.

Since facility in the English language is essential to successful living and working in the United States, programs offering instruction in English as a Second Language (ESL) are among the first of the available helping services to be sought out by non-English speakers. ESL program personnel who work directly with refugees and other students of English as a Second Language become key links with the dominant American society in which the students find themselves. ESL instructors, in particular, become trusted representatives of this society and are looked to for advice, friendship, and assistance with personal problems in addition to help with learning a new language. As a result ESL instructors may be faced with the problem of how to best serve their students' needs. To what extent should they attempt to provide services beyond that of instruction in the English language? To what extent are they qualified to assess student needs and provide additional services to meet them? To what extent are they able to share insights and information about student concerns with professionals and others who may be able to meet student needs?

A better understanding of the range of needs of the adult ESL student, the extent to which these needs are currently being met by ESL programs and the types of services ESL instructors are willing and competent to provide would facilitate the planning of various related programs. These programs include educational programs for ESL learners, teacher training programs for ESL instructors, and programs for interagency cooperation as developed by the service groups providing assistance to refugees and other non-English speaking adults.

Statement of Purpose

The primary purpose of this study is to gain a better understanding of the role of ESL instructors in the acculturation of adult students from non-English speaking backgrounds. A secondary purpose is to determine what sort of training and/or support services ESL instructors would find most helpful to them in their work.

The rapid development of English as a Second Language programs resulting from the increasing refugee population, and the ensuing demands made upon ESL instructors and program coordinators, prompted an interest in examining the roles that ESL instructors are fulfilling beyond that of providing specific language instruction. The study described in this paper represents an effort to determine the extent to which ESL instructors provide educational brokering services. Educational brokering as defined by the National Center for Educational Brokering (1979) includes information-giving, counseling, assessment, referral, and client advocacy. For the purposes of this study educational brokering includes information-giving, counseling, assessment, advocacy, and on-going support, with referral being incorporated into the other four service categories. The provision of on-going support was considered necessary because of the importance of this service, which is implicit in educational brokering, for adult ESL students.

The study focuses on the provision of services to adults who participate in American society as minority members with limited English proficiency and limited knowledge of the various systems, such as educational, social, vocational, political, medical, and transportation, operating within this society. These adult student/clients may be totally independent or dependent on sponsoring individuals or agencies for assistance in their adjustment to an unfamiliar culture. It is the role of the ESL professional in relation to this group of students with which the study is concerned.

Because ESL program personnel are in a unique position to become well acquainted with student needs, the study is designed to determine the areas within which ESL instructors and coordinators perceive that students have need for educational brokering services. Areas of need for services have been defined as educational, career/vocational, coping/daily living, social/emotional, and personal relationships (Goldberg, 1980).

Finally, it is the purpose of this study to determine the knowledge, skills, and attitudes that ESL professionals believe to be important instructor attributes. Of these attributes, the study seeks to determine the ones in which ESL personnel have a personal interest in developing further through participation in professional workshops.

Key questions for which this study seeks answers are as follows:

1. What educational brokering services are most provided by ESL instructors?

2. What educational brokering services are perceived by ESL program personnel to be most needed by ESL students?

3. What educational brokering services should ESL instructors provide?

4. What knowledge, skills, and attitudes do ESL instructors believe to be important instructor attributes?

5. In what knowledge, skills, and attitudes do ESL instructors have the most interest in pursuing further training?

Theoretical Background

Theory and research from four related fields of study and practice have contributed to the development of this study. Relevant material has been found in writings in the fields of adult education, adult educational counseling, second language teaching/learning, and cross-cultural counseling. Concepts, theories, and research findings within these four areas support and relate to each other. The development of the definitions of terms for the purpose of this study has drawn upon these four related fields.

The study focuses on the adult English as a Second Language learner participating in a community-based educational program, and the provision of educational brokering services to the student by the ESL program personnel.

The importance of counseling in the adult teaching/learning situation is based on an acceptance of a non-traditional definition of counseling sometimes referred to as human relations. Even (1979) states that many adult education practitioners support this definition, which emphasizes the expertise of the traditional, clinically-oriented counselor, but in less formal situations. She found that practicing adult educators utilized an interpersonal expertise in their roles as instructors, program planners, and administrators. These practitioners expressed a need for knowledge and training in counseling in order to effectively perform their roles.

The literature reviewed supports Even's findings and emphasizes the need to incorporate counseling into the adult instructional program. Finnochiaro (1974), for example, states that the ESL teacher has the combined roles of educator, counselor, guide, friend, and respected model for students.

Educational brokering has developed as a way of providing educational counseling services to adults whose needs are not being met by traditional counseling methods and traditional educational institutions. The brokering services suggested by the National Center for Educational Brokering parallel the roles which the International Symposium on Information and Counseling Services for Adult Learners Report (1977) attributes to the educational counselor, and for which they believe teachers need preparation.

The needs of the adult ESL student exemplify those of the adult learner in general. Goldberg (1980), in her review of adult educational counseling literature, found wide support for the need to attend to a broad spectrum of student concerns, and particular student needs relating to education and vocation.

In addition, the ESL student has special needs related to problems of acculturation that will affect his ability to learn the English language. Bosco (1972) refers to the ESL student's need for orientation to the social, cultural, and historical dimension of the English-speaking community as well as for language instruction.

Finally, cross-cultural counseling theory as presented by Pedersen (1976a) and others emphasizes the importance of an understanding of the effect of cultural differences upon the interpersonal interaction between counselor/instructor and client/student.

The literature indicates that the needs of the adult ESL student are great and the demands upon the ESL educator to provide services beyond language instruction per se are great. Student needs are complex and the ESL educator needs both theoretical understanding of the interrelationship of language and cultural factors, and practical skill in helping students meet their needs for linguistic and cultural understanding.

Outline of Study Plan

This study was conceived as a result of readings, university coursework and observations in adult education, community education, educational counseling, cross-cultural counseling, and second language teaching/learning. Personal experience by the author as a volunteer teacher aide in a community-based ESL class for adults, and interviews with students helped confirm the observation that ESL instructors were in a position to deal with an array of affective and environmental variables relative to their students, and often provided instruction and support beyond the scope of specific language teaching.

Key questions (presented above in the Statement of Purpose) relative to adult ESL student needs and the provision of services by ESL instructors were raised. It was decided to seek answers to these questions by means of a questionnaire to be distributed to English as a Second Language instructors working with adult students in community-based programs within the state of Minnesota. The questionnaire was designed to provide information regarding the following: educational brokering services provided by ESL program personnel, perceived student needs for services, instructor opinion regarding how services should be provided, instructor opinion regarding the importance of certain knowledge, skills, and attitudes attributed to ESL instructors, and instructor interest in further personal development of certain knowledge, skills, and attitudes. In addition the questionnaire asked for some demographic information about the survey participants.

Thirty-three agencies identified as having an adult ESL program were contacted to explain the purpose of the study and enlist the support of program leaders. One hundred eighty-six questionnaires were distributed by mail to ESL instructors and program coordinators. One follow-up request was sent to each subject who had not responded by the date the questionnaires were due to be returned. One hundred three questionnaires were returned, resulting in a return rate of 55 percent.

Study data were compiled by hand and reported in terms of percentages of responses. General implications for personnel working in

ESL programs for adult students, and for trainers of such personnel have been made based on the survey findings.

Significance of the Study

The major significance of this study may be in the unique application of the concept of educational brokering, a relatively new form of adult educational counseling, to the needs of the English as a Second Language learner.

In so doing, the study emphasizes the need for ESL programs to address the broad range of student needs. The study also provides evidence of the areas of need which may best be served by ESL instructors, and the types of service which ESL programs and personnel are most willing and/or able to serve.

Of significance to trainers of ESL instructors is the evidence given to a need for teacher understanding of the cultural backgrounds of their students, and of the impact of the cross-cultural nature of student-teacher interaction. Expressions of interest in training workshops may provide direction to planners of teacher-training programs. Demographic information can indicate the presence or absence of a common training base among ESL personnel, and to what extent ESL personnel have training in counseling and guidance.

Some indication of areas where support is needed by other helping service agencies can also be obtained from the study.

Limitations of the Study

ESL programs supported by institutions of higher education for college or university students are not included in the scope of this study. Such programs serve a somewhat different population from the community-oriented programs. University students studying ESL generally have some competence in English, have access to student support services, and do not have the integrative needs of refugees and other non-English speaking adults who are living and working in the community-at-large.

Another limitation relates to the selection of the respondents. An effort was made to identify all ESL adult program instructors and coordinators working within Minnesota during the winter of 1979-1980. However, the absence of a central clearinghouse of information regarding adult ESL programs, the rapid growth of the field, and the shifting of student populations preclude the certainty that all programs became known to the investigator.

In addition, the voluntary response of the study participants should be noted when reviewing the data collected.

Organization of the Paper

The presentation in this paper of the study, "English as a Second Language Instructors as Providers of Educational Brokering Services for Adults," has been organized into five chapters.

The first chapter gives a general introduction to the study, its purpose, and its scope.

The second chapter presents a review of literature providing background and support for the study.

A detailed description of the study design and methodology for carrying it out is presented in the third chapter.

Chapter Four describes the findings of the study including characteristics of the participants and analysis of their responses.

The final chapter, Chapter Five, is a summary of the study, presenting implications and recommendations developed by the author on the basis of the study results.

CHAPTER II

LITERATURE REVIEW

Introduction

The literature reviewed in this chapter has been drawn from the fields of Adult Education, English as a Second Language Teaching/Learning, Adult Educational Counseling, and Cross-Cultural Counseling.

Adult Education has been defined as a process by which men and women consciously and deliberately try to improve their knowledge, skills, or attitudes (Houle, 1972). It is a purposeful, organized process of which the learning of English as a Second Language is one example.

English as a Second Language (ESL) is the term commonly used to refer to English taught to non-English speakers in locations where English is the primary language of communication (Robinett, 1978).

Counseling has been defined as a process whereby one comes to terms with his world; a process in which the counselor and client together work through various problems or concerns. The client should be assisted to see himself, others, and the world as they are so he can make meaningful and informed decisions about his life which are consistent with his unique nature and specific circumstances in which he finds himself (Caffarella, 1974).

Malcolm Knowles (1970) describes educational counseling as the program planning process applied to the individual. He outlines the process as follows:

1. establishing a climate conducive to self-analysis and self-direction

2. assessing the needs and interests of the individual for further learning in light of what he wants to become
3. helping him formulate his step-by-step learning objectives
4. helping him identify the resources available to him and map out a sequence of learning experiences
5. helping him continuously to evaluate his progress toward his objectives and repeat this cycle.

Cross-cultural counseling refers to situations in which counselor and counselee are from different cultures, which may be nationality groups, ethnic groups, or groups that define roles as being culturally differentiated (Pederson, 1976a&b).

The literature from these four fields mutually supports the need for English as a Second Language programs to attend to the need of adult students for counseling and support services, which are referred to in this study as educational brokering services. The literature further supports the concept of the ESL instructor as a provider of brokering services, although not as sole provider, and the need for ESL instructors to take into consideration the emotional/social variables which will affect student learning.

Cross-cultural counseling literature emphasizes the importance of understanding the impact of cultural differences on interpersonal interaction.

The major body of literature reviewed has been divided into that relating to the adult English as a Second Language learner and that which deals with the provision of counseling/brokering services to the ESL student. A third portion of the literature discusses specific ESL programs incorporating educational brokering elements.

The Adult ESL Learner

ESL Learner Characteristics

The adult learner differs from children and youth in that he or she is self-directed and has a need to be perceived by others as such. Malcolm Knowles (1970) has based his theory of androgogy on this concept and other adult characteristics. Androgogy assumes that adult learners possess the following characteristics:

1. desire for self-directiveness
2. life experience which provides a rich resource for learning
3. readiness to learn based on developmental tasks associated with social roles
4. immediate need for application of learning
5. problem-centered orientation to learning (Knowles, 1973).

Porter (1970) states that adults bring with them unique needs and characteristics which have impact on the learning situation. These characteristics include:

1. lack of self-confidence in one's learning ability
2. sense of being pressured for time
3. appreciation of the significance of long-range goals
4. conflict of demands upon time for study
5. resistance by family to educational pursuits
6. greater life experience to which to relate new information
7. effect of circumstances of employment
8. lack of familiarity with mechanics of attending class
9. effect of voluntary basis of adult learning
10. effect of part-time attendance on continuity with faculty and counselors
11. resistance to directiveness.

Learning for any adult is, in large part, an emotional activity (Kidd, 1973). Adults' goals in learning reflect emotional as well as intellectual or practical needs. In order to understand the motivation of adult learners, it will be necessary to understand their positions in terms of the life-span developmental process. Their social roles and how they view their fulfillment of them will have impact upon their needs and motivation for learning.

Chastain (1976) points out that some psychologists say that attitudes and feelings--the affective variables--may be of greater importance than cognitive factors for successful learning. From the point of view of the student, learning is the discovery of meaning relevant to one's self, and as such involves affective as well as cognitive components (McCarthy in Reitan, 1976).

Experiments with Charles Curran's counsel-learning method of teaching second languages support the notion that learners need to feel valued by others. As the counselor/educator fosters an atmosphere in which individuals feel respected, the learners develop self-confidence, feel more comfortable taking risks, and motivation and a positive regard for the language is evidenced (Stevick, 1973, & LaForge, 1971).

Spolsky (1969) concluded that attitudes were an important factor in developing language proficiency. He found that the learner's attitude toward the speakers of the language being studied has an effect on how well he or she learns. The student learns better when the individual wants to be a member of the group speaking the language.

ESL Learner Needs

Students of ESL have a need to develop a communicative competence that will enable them to function in the English-speaking society. Robinett makes reference to Lambert, who distinguishes between integrative purposes in learning ESL and instrumental objectives. The former serves learners who intend to become an integral part of the English-speaking society and wish to develop a command of the language equal to that of native speakers. Instrumental objectives are less inclusive, but still aim for a degree of competence as in a particular occupational setting (Robinett, 1978).

ESL teachers in Adult Basic Education (ABE) programs include as the most important goals for their students increased competency in language skills, increased self-confidence, and the ability to cope with adult responsibilities. They find their students highly motivated to learn and exhibiting a need for, and interest in, the development of coping skills (e.g., the ability to use community resources, deal with a public agency, apply for a job), as well as an understanding of the English-speaking culture and social system (Mezirow, 1975).

Finocchiaro (1974) found adult students in basic education programs having the need for key real-life concepts and the language they should know in order to preserve their families' health and welfare, to find housing and jobs, to understand the schooling of their children, to avoid exploitation and to live with their neighbors in a climate of reciprocal understanding and respect.

A review of the needs and problems of the Vietnamese community in America listed three priorities: language learning for survival, skill learning, and job placement, with the second and third priorities being contingent upon language learning (Maldonado, 1977).

A 1971 study in British Columbia referred to by Selman (1979) found that the most obvious educational needs of the adult immigrant population were for language, citizenship and culture, survival and life skills, vocational training and basic education. Selman points out that these needs are not mutually exclusive and all must be addressed in the educational program development process.

Both linguists and anthropologists recognize the interrelationship of language and culture. Bosco (1972) points out that language students need orientation into the life patterns of the members of the speech community with which they have to deal--the social, cultural, and historical dimensions--as well as instruction in the language. Robinett quotes Gumperz as saying, "The more we know about a particular society, the more effectively we can communicate in it," and again, "Grammatical restraints relate to the intelligibility of sentences; social restraints to their acceptability" (Robinett, 1978).

ESL programs then are presented with a need to provide assistance both with grammatical and social understandings which will enable students to operate effectively in the English-speaking society.

ESL students will have a special need for counseling and support as they experience "culture shock", the "anxiety which results from the loss of one's sense of when to do what and how" (Pedersen, 1976a). Another definition of culture shock attributed to Hall is "the removal or distortion of many of the familiar cues one encounters at home and the substitution for them of other cues that are strange" (Pedersen, 1976a).

The individual experiencing culture shock passes through four phases of adjustment. First, there is a fascination with the new culture; second, is a period of hostility toward it; third, is a period of adjustment; and in the fourth phase the person achieves genuine biculturalism (Pedersen, 1976a).

Literature regarding cross-cultural counseling and ESL students focuses on the foreign student at the university level, but is relevant to the ESL student in other situations as well. Foreign students have been found to feel vulnerable and at risk in the United States. In addition to culture shock they suffer from status change and status loss. They have lost both their cultural and personal frame of reference and few are successful in establishing close personal contact with Americans. Instead, they create a "conational subculture" which supports them, but creates a barrier to real contact with the English-speaking society. Wide differences in values have been found to prevent the development of intercultural friendships (Alexander, 1976).

Research with foreign students who suffer from medical and emotional problems indicates the following:

1. Foreign students are a high risk group, under considerable stress.

2. This stress is more often experienced as physical rather than psychological complaints.

3. The foreign student is more likely to seek medical than psychological help.

4. There is considerable commonality among the psychosomatic and emotional problems of foreign students (Alexander, 1976).

According to Miller and others and reported by Alexander, work with international students shows that the needs, feelings and vulnerabilities of people are universally the same; however, cues, values, styles, and communication patterns are different.

LeRoux (1977) found that immigrant adult students undergo culture shock, disorientation, insecurity, frustration, and anxiety because of the different culture and language. Some older students suffer "classroom shock" as well. Her experience working with such students found their ability to learn language directly related to their feelings of insecurity. She believes that a relaxed, secure, motivated student will learn language more quickly and thus adapt more readily to his or her new environment.

In a narrowly focused study of nine Asian women immigrants in British Columbia, Marshall (1978) found that in addition to general culture shock and isolation due to language barriers, the women "didn't know how to be Canadian women." They were faced with both acculturation and role definition. Marshall presents a number of sociological and psychological factors which she believes counselors and teachers of immigrants should be aware of. Sociological factors include:

1. the experience of minority group status
2. role loss and sense of normlessness because of lack of understanding of and sense of ease in new culture
3. economic stress
4. lack of familiary with political, religious, and educational systems.

Psychological factors are:

1. sense of identity--Asian group orientation in contrast to North American individualism

2. social relationships--Asian respect of elders, sense of personal history and strong emphasis on hospitality
3. role of women--focus on marriage and motherhood, qualities of asexuality, demureness, and denial of personal feelings.

Studies such as these illustrate the complexity of factors that have impact on the ESL student's life and the impossibility of dealing with language as a separate issue distinct from culture.

Summary

Adult English as a Second Language students bring to the learning situation a variety of needs associated with living and working in an English-speaking society which are related to the learning of language. The ability to meet these needs is strongly influenced by many affective variables. The ESL student is undergoing life role changes which result in stress, culture shock, and loss of a sense of identity. Language learning will be facilitated as the students' affective needs are understood and accommodated by the ESL program staff.

The Provision of Educational Counseling/Brokering Services

The Need for Cross-Cultural Educational Counseling/Brokering

Adult education literature repeatedly notes the need for counseling adult learners, as well as their desire for assistance. Goldberg (1980) cited a number of reports of studies substantiating the need for counseling and guidance especially with regard to educational and vocational concerns. She also found a number of authors making reference to the need to deal with the broad spectrum of the adult client's problems, rather than focusing only on educational concerns. Emphasis is given to the relationship between emotional factors and learning problems, and the need to give consideration to areas of client concern which may not be considered directly relevant to educational counseling.

Community educators Seay and Martinson (1974) note that counseling has tended to be ignored, but that it should be a vital part of community education. They propose a philosophy of developmental counseling, pointing out that "individuals have, at various stages of their lives, characteristic patterns of growth or developmental tasks which require the acquisition of new skills, insights, or behavior patterns to make necessary adjustments." They see the community as a "laboratory for growth" since individuals learn and are stimulated by the environment, and community education counselors can help people identify and utilize non-traditional learning sources.

Sue and Sue (1977) suggest that in order for effective counseling to take place, the counselor and client must be able to appropriately and accurately send and receive verbal and non-verbal messages. These authors describe counseling as a process of interpersonal interaction and communication. Communication breakdowns often occur between members of the same culture. The problem becomes magnified when people are of differing nationalities or ethnic groups.

Sue and Sue (1977) refer to a study of a Latino population which identified the following three major factors that hinder communication and the development of a good counseling relationship:

1. language barrier
2. class-bound values which indicate that counselors conduct treatment according to middle-class values
3. culture-bound values that are used to judge normality and abnormality of clients

The need for an understanding of a cross-cultural perspective of counseling may be underscored by considering four basic aspects in counseling where cultural values might intrude, as presented by Pedersen (1976b).

1. "the culture of the counselor which has socialized him to accept certain assumptions as being beyond debate,
2. the culture of the client who has also been trained to accept certain assumptions about reality,
3. the assumptions inherent in the counseling problem itself which may derive from a culture different from that of either the counselor or counselee,
4. the culture of the environment in which the counseling occurs, which will impose its own restrictions and opportunities on the counseling environment."

Counseling may also be viewed as a specialized form of communications. Communications between members of different cultures are subject to five barriers cited by Barna in Pedersen (1976a). These barriers include language differences, differences in interpretation of non-verbal communications, cultural stereotypes, the tendency to evaluate the behaviors of others as having either a positive or negative effect on us, and the typically high level of anxiety that is associated with an encounter when neither person is sure of what is expected of him or her.

Counselors must become more aware of the cultural biases that surround them and affect all of their interpersonal behavior (Pedersen, 1976a). The counselor's recognition of intercultural differences results in their acceptance of disagreement in the definition of normal, healthy behavior. Pedersen refers to Vontress' description of how a counselor's cultural attitudes can destroy "counseling rapport by inhibiting empathy, ignoring significant aspects of a client's background, misunderstanding a client's language, or unknowingly dealing with taboo subjects." Each cultural group requires a different set of skills, unique areas of emphasis, and specific insights for effective counseling to occur. Culturally encapsulated counselors, who assume that a counselor can deal with clients from other cultures without modifying their styles, are not effective in cross-cultural situations.

In her study of Asian immigrant women mentioned earlier in this paper, Marshall (1978) sought through individual and group counseling, to derive some general implications for counseling. Her conclusions are as follows, with the recommendation that the implications be extended to teachers of immigrants as well as counselors:

1. The counselor/teacher must be aware of his own belief system and cultural bias.

2. The counselor/teacher must view each client as unique and not as a stereotype.

3. Language used must be descriptive and not complex.

4. Humor must be used discreetly because it can be misunderstood.

5. The counselor/teacher must be prepared to be "a cultural interpreter" to help explain mechanics of how to function in the new society.

6. Further exploration of vocational counseling and testing is needed in light of the difference between the traditional Asian woman's role and the woman's role in North America.

7. The counselor/teacher must be prepared to facilitate the Asian woman's development of a more personal identity in order to survive in North American society, and yet maintain a sense of interdependence with the community and others.

8. The expression of feelings must be approached sensitively and with respect.

9. The recognition of the Asian woman's needs and possible resulting feelings of powerlessness and worthlessness should be shared in a relationship where the counselor/teacher is not an authoritarian figure.

10. Personal growth must be at each woman's own rate and according to individal needs.

Marshall's conclusions would appear to exemplify and support the necessity of a cross-cultural orientation to counseling when working with clients/students from non-English speaking cultures.

The Report of the International Symposium on Ways and Means of Strengthening Information and Counseling Services for Adult Learners (1978) stresses the present lack of adequate educational guidance and counseling services for adults. In large, complex societies there may be many opportunities to learn, but it is very difficult to get information about what is offered, let alone about what might be relevant to an individual's needs, interests, and abilities. The problem is greatest for those most in need--the least educated, newcomers to the community, and people with particular handicaps. Participants in the Symposium agreed that it is essential to develop mechanisms permitting demands for learning to be met.

Goldberg (1980) concluded that since the literature revealed overwhelming support for the fact that the counseling needs of adult learners are distinctive, both the scope of services offered and method of delivery of services would have to differ from the traditional model. Counseling should include educational, vocational, and career planning, and advisement regarding educational options. Counseling services should move out of the restricted environment of educational institutions into the wider community.

The need to provide a range of counseling and support services in the community setting has given rise to the concept of educational brokering. This concept is based on an old notion of brokering as it existed in cultures with arranged marriages or barter economies. Educational brokering is meant to serve adult learners who are eager to learn, but who face barriers of cost, lack of confidence, lack of information about learning opportunities, and the lack of understanding of individuals' needs on the part of traditional learning institutions. The educational broker understands the interrelationship of the adult student's educational problems with his vocational and emotional problems (Heffernan, Macy, & Vickers, 1976).

The National Center for Educational Brokering (NCEB) defines educational brokering as including information-giving, referral, counseling, assessment, and client advocacy. Educational brokering focuses on the adult individual as a prospective learner with unique needs. Brokers serve as intermediaries between adult learners and the vast array of educational resources. They help people make personal and career decisions, select appropriate educational resources, and embark on learning programs. Brokers distribute information impartially, and strive to serve as nonjudgmental advocates who can facilitate adults' return to education. Educational brokers may operate out of a variety of settings--freestanding agencies, libraries, institutional consortia, or traditional educational institutions (NCEB, 1979).

The NCEB stresses that a distinctive quality of brokering is the provision of a range of educational and career opportunities and help with the selection of those which are most individually appropriate. The educational broker is neutral toward the choices made; he does not have the aim of increasing the clientele of a particular institution or agency (Heffernan, et al., 1976).

The ESL Educator--Roles and Characteristics

In an approach to instruction that is more learner than content centered, the teacher of adults serves as a facilitator of learning. The presentation of information, which traditionally has been the teacher's major task, is but one of many functions. Androgogical principles provide for mutual (teacher-student) consideration of educational program design elements. Diagnosis of needs, formulation of objectives, planning, and evaluation are done cooperatively. Programs are sequenced relative to learner readiness and designed around problem rather than content units. Experiential learning activities are emphasized (Knowles, 1973).

To the extent that the learning situation provides a means for student self-actualization, the teacher may serve as a guide or counselor. Adult educators often work with persons experiencing role changes and related identity problems (Kidd, 1973). Emotional needs relative to the experiencing of any given life stage cannot be separated from the learning situation. The teacher must understand that the learner reacts to his experience as an organized whole and provide support and reinforcement as the individual undertakes the integration of new learning into all aspects of his life.

The ESL teacher must be sensitive to the broad spectrum of student needs and characteristics. At the same time the teacher must be consciously aware of cultural behavior common to the English-speaking society and the social meanings of English in order to help students achieve communicative competence (Robinett, 1978).

The ESL teacher acts as one of the primary contacts the ESL student has with the English-speaking group. He must have a sensitive understanding of the student's needs if the socialization process is to be facilitated (Marshall, 1978). Self-knowledge by the teacher is important so that personal values do not unconsciously interfere with the facilitation of language learning.

Robinett (1978) writes that Wardhaugh has observed that language teaching involves linguistics, psychology, and pedagogy. These three disciplines interact in the development of an approach to language teaching. As the emphasis shifts away from teaching to learning, from the teacher to the learner, the effective teacher will take an eclectic approach to the teaching/learning process, adapting to the needs of the students and the circumstances of the learning situation. Robinett believes that successful teachers "possess a sound knowledge of their subject matter, and express warmth, sensitivity and tolerance in imparting their knowledge."

Finocchiaro (1974), in a speech focusing on the teacher as the crucial variable in the teaching of English to speakers of other languages, stated her belief that the learner, the teacher, and the sociocultural milieu in which they interact are of primary importance in the process of second language acquisition. She believes that "the heart of any successful program is the teacher," with the personality and preparation of the classroom teacher being more important than curricula, methods, or techniques. In concluding a twenty-five point description of characteristics of superior teachers, she states that "the teacher is educator, counselor, guide, and friend, a model students respect and want to emulate," a source of support as they endeavor to understand a new language and culture.

Finocchiaro lists eleven expectations of teachers including knowledge of linguistics, sociology, anthropology, and pedagogy, knowledge of their students' cultural and linguistic backgrounds, and understanding of how to translate their knowledge into an effective educational program.

Still another writer emphasizes the role of teacher as one who responds to student needs and serves to facilitate their fulfillment. Bosco (1972) has stated:

> Instruction has the quality of reciprocity, involving a response to the learner and his situation and the participation in a common enterprise toward clearly established objectives. The student has to know what he is doing at every stage in the instructional process and imagine that what he is doing is worth doing. The learner must be regarded as a center of consciousness and feeling and not as a machine to be programmed.

In dealing with the adult student, the educational counselor fulfills a complexity of roles including the following as presented in the Report of the International Symposium on Information and Counseling Services for Adult Learners (1977):

1. information-giving
2. helping with planning
3. helping adult learners cope with personal problems
4. helping assess adult learner interests, personality, aptitudes, and abilities
5. referring an adult to other services when appropriate
6. advocating the rights of adults.

The Symposium Report also emphasizes that counseling is of relevance to all teachers of adults, there being an element of counseling implicit in nearly all teaching. "The conscious development of counseling, both as an integral part of teaching and as a distinct function, can help to develop a more diagnostic learner-centered approach to teaching, and thus make teaching more closely related to the situation of the learners" (Report, 1977). This report states that the day-to-day teacher is often the main deliverer of educational counseling and, therefore, all teachers should receive some professional preparation for doing so.

Some specific competencies for adult educational counselors attributed to Westervelt are:

1. skill in the techniques of counseling
2. skill in acquiring and disseminating educational and occupational information
3. some understanding of learning theory and adult learning characteristics of counselees
4. some understanding of the sociological and psychological characteristics of counselee
5. understanding of the client's world
6. understanding of the nature of the system(s) in or with which the counselor will be working
7. ability to accept a counselee as he is, with all his problems, conflicts, and instabilities
8. congruence--no contradiction between what the counselor is and what he says (Grabowski, 1976).

Literature discussing qualities or characteristics of effective cross-cultural counselors refers to the need for personal sensitivity, flexibility of technique and willingness to engage in direct intervention (Draguns, 1976).

Sue (1978a) suggests five characteristics that distinguish culturally effective counselors. They are:

1. an awareness of the culture-bound values, class-bound values, and language factors that affect the processes and goals of counseling
2. the ability to recognize values and assumptions they (the counselors) hold regarding the desirability or undesirability of human behavior
3. an understanding of the socio-political forces that have influenced the identity and perspectives of the culturally different
4. an ability to share the world view of their clients without negating its legitimacy (Sue defines world view as the way in which people perceive their relationship to native institutions, other people, and things, 1978b.)
5. the ability to generate and use a wide variety of counseling skills regardless of theoretical orientation.

Brammer (1978), in his article entitled "Informal Helping Systems in Selected Subcultures," points out that most psychological help throughout the world is provided by informal networks of family and friends. Counselors should be aware of the kind of help which clients from varying cultural groups are accustomed to seeking and receiving and work within the context of the informal network. Both Brammer and McAdoo (1979) suggest that counselors may best serve clients of different cultures by augmenting the existing informal network rather than trying to replace it.

Among a number of considerations that counselors of foreign students must keep in mind are the following listed by Alexander and others (1976).

1. What the counselor may view as openness and honesty may be to the client an invasion of privacy.

2. The counselor must not assume an intuitive or automatic understanding of the meaning, source, or significance of symptoms, feelings, of style.

3. The counselor must maintain an awareness of his/her own responses in a cross-cultural situation in order to help bridge cultural gaps.

4. The counselor must not define therapeutic movement in American terms or attempt to Americanize the foreign client.

5. The counselor must not lose sight of the foreign client as an individual--unique, distinct, and nobody's stereotype.

Sue and Sue (1977) point out that there must be a willingness on the part of the cross-cultural counselor to examine and evaluate the relevance of his theoretical framework with respect to the client's needs and values and to try to make a determination of the appropriateness of various counseling approaches. The cross-cultural counselor must be more action-oriented, and become involved with actual rather than abstract problems facing the client. Such involvement not only helps the client with pressing concerns, but helps build trust and rapport between counselor and client. "The ultimate success of counseling is very much dependent upon the counselor's flexibility in using techniques appropriate not only to the cultural group, but the individual as well."

Summary

The need of adult learners for educational counseling is widely recognized. It is further recognized that adults may be best served through non-traditional, community-based counseling programs. The concept of educational brokering has been developed as a method of better meeting the needs of adult learners. English as a Second Language students have the additional need for counselors with a cross-cultural orientation so that insofar as possible barriers associated with language and culture may be minimized. Since teaching includes elements of counseling, ESL instructors should develop some competence as providers of counseling services.

English as a Second Language Programs and Educational Brokering

An ERIC literature search found virtually no specific references to educational brokering as related to ESL programs. There were, however, a few descriptions of programs or studies supporting the need for the incorporation of various brokering services into ESL programs.

The recommendations for ESL programs resulting from the comprehensive study in British Columbia reported by Selman (1979) include the need for counseling services. This study states that complex language and cultural differences present the non-English speaker with adjustment problems requiring careful counseling. The study recommends providing for assessment, testing, placement, and educational and vocational counseling of ESL students.

Another Canadian report discusses the results of a pilot course designed to give adult ESL students training in English conversation and life skills. A small group situation was used to meet the needs of immigrants undergoing problems with adjustment to a new culture and language.

The course consisted of creative job-search techniques, role-playing job interviews, information-seeking projects regarding educational and vocational opportunities, group problem-solving exercises, relaxation techniques, and group interaction activities. Emphasis was placed on group activity and conversation. Before the students could relax and express themselves individually, they had to feel comfortable in the group.

This experiment in providing for a combination of needs for English language learning, emotional support, and life skills was met with an enthusiastic student response. The use of such a course is recommended by the author for adult immigrant college students (LeRoux, 1977).

A successful New York project designed for adult school drop-outs who return to school for English language instruction recognizes that students also need to learn other skills vital for success in the working world and to improve poor self-images. Student programs are developed individually and teachers, while working with students on language and academic skills, also follow a "hidden curriculum". The latter includes the development of an awareness of the working world, cultural subtleties, values, and behavior patterns.

The program is operated as a community of adults in an atmosphere of mutual respect. Teachers are mutually supportive, meeting frequently to reevaluate student and program objectives, and share information and insights about students. Because of the supportive nature of the program, some students are reluctant to leave. Individual counseling visits to work sites and training programs, and volunteer and part-time work activities in areas of interest are used to bridge the transition to the working environment and help build self-confidence.

Teachers use speakers and referrals to other agencies to help solve non-academic problems.

The program represents a "synthesis of the educational, cultural, and emotional factors necessary to make it in the real world" (Armstrong, 1976).

In 1972 a Special Demonstration Project in Adult Basic Education was designed and implemented with the purpose of serving the needs of the

Mexican-American and other educationally deprived adults in Yamhill County, Oregon. The program utilized an individualized learning center which incorporated professional and paraprofessional teachers, self-instructional materials, and community resources.

That part of the program which dealt with the Spanish-speaking student with limited English facility found a need to be concerned with the entire family of the student and that the program should relate to overall problems--activities of the children, experience and progress in schools, family health, and housing. The social aspects of the school for adults were important also.

In addition to English language proficiency, students needed the following:

1. self-image and minority group identity instruction
2. family life education
3. vocational exploration and counseling
4. applied academics
5. counseling, guidance, and instruction throughout the program which built on concepts of individual development of long-range objectives and achievement.

Traditionally trained Anglo-American teachers were found inappropriate because of a lack of understanding of the culture and needs of their students. Traditional teaching techniques and predetermined evaluations of student needs prevented the educational experience from adequately addressing the realities of the students' lives. Bicultural paraprofessionals were found to be more effective. They were able to identify student needs and interests and relate them to educational goals and methods. They exhibited that much needed quality enunciated by cross-cultural counselors (i.e., an awareness of conflicts in values that may interfere with and are created by the helping--in this case educational--process) (McMinnville Public Schools, 1972).

Finally, an ESL project conducted in the Los Angeles area for parents of Mexican-American students incorporated the objectives of English language learning, the establishment of more effective dialogue between home, school, and community, and the encouragement of parental involvement in community activities.

The project provided ESL classes which included special lessons in home-school-community communication skills, an introduction by a bilingual counselor to available counseling services, and the involvement of many community and city resources. Positive project results included greater Mexican-American parent participation in community meetings, increased group orientation and individual counseling, numerous social and cultural activities held on school sites, student surveys indicating ESL lessons had helped create a better understanding of the school system, and the general positive opinion of the project held by all persons involved (Los Angeles Unified School District, 1972).

While none of the above projects or programs specifically addresses educational brokering, all provide support for the belief that ESL programs do need to address a variety of student problems related to language learning. Language learning is enhanced as other life problems are solved and the learning of language can in turn help to meet pressing student needs. ESL educators must be aware of the many variables affecting the learning situation and take steps to address student needs either individually or in cooperation with other helping persons.

Summary of Literature Review

The foregoing review of literature from the fields of adult education, educational counseling, second language teaching/learning, and cross-cultural counseling suggests that adult ESL students have a complex variety of needs. Foremost may be the need to learn English; however, their ability and motivation to learn will be affected by many variables related to the major life changes they are undergoing. These variables include their physical and emotional state, their sense of identity and self-worth, the extent to which they feel they have control over their lives, their attitudes toward the new culture and its dominant membership, and their sense of isolation or belongingness. The adult ESL student will approach the learning situation as a means of solving personal problems and will need assistance in making meaningful and informed decisions that are consistent with his unique nature and circumstances. Language may be the key to the solution of some problems, but his ability to learn the language will be either impaired or enhanced according to the negative or positive qualities of other aspects of his life.

Adult educators in the field of English as a Second Language serve as representatives and interpreters of the English-speaking society as well as language instructors. They serve as facilitators in the learning of English and in the acculturation process. As such, they need a sensitivity to the broad spectrum of student needs and a willingness to employ an eclectic approach to the selection of methods for meeting these needs. Because of the cross-cultural nature of the teacher-student relationship they need a clear understanding of their own values and of the fact that the ESL student's values may be very different yet still valid. In addition, the educator needs to be aware of the impact that the cultural differences may have on the cross-cultural communication process. ESL instructors of adults may be called upon to fulfill a variety of roles--teacher, advisor, counselor, resource person, model, source of support, advocate, friends. As such, they should develop a measure of cross-cultural interpersonal expertise which will enable them to recognize and respond to student needs, and to support learners in their search for solutions to their individual problems.

The concept of educational brokering has been developed by persons concerned with the needs of adults for educational counseling. By providing information, counseling, assessment, advocacy, and referral, educational brokers help individuals define their goals, set objectives, select appropriate learning experiences, and gain access to educational and vocational opportunities. Services are provided in a supportive environment.

The needs of adult ESL students for educational brokering services parallel those of the wider community of adult learners. Their needs are intensified by the added problems inherent in cross-cultural situations and the increased impact of life-style and role changes upon the individual because of cultural and language differences.

English as a Second Language educators can and do provide brokering services as they fulfill the variety of roles mentioned above. The extent to which these services are provided will depend upon the cross-cultural interpersonal expertise of the ESL personnel involved, their access to other helping services, and the extent to which the students feel supported in their personal development process.

CHAPTER III

METHODOLOGY

Introduction

As stated in Chapter I, the general purposes of this study are to gain a better understanding of the role of English as a Second Language instructors working in community-based programs in the acculturation of adult ESL students, and to determine what training and/or support services the instructors believe are important in order to serve student needs. Information necessary for the fulfillment of these purposes was gathered by means of a survey of ESL instructors and program coordinators.

The Sample

In an effort to identify ESL personnel appropriate for the survey, several steps were taken.

First, programs offering English as a Second Language instruction were identified. A listing of sixty-seven Minnesota Adult Basic Education (ABE) programs was obtained from the State Department of Education. Any of these programs could potentially have an ESL component. The seventeen programs in the Minneapolis/St. Paul metropolitan area were contacted by telephone to determine whether they did include ESL in their offerings. Ten of these programs offered English as a Second Language. The fifty non-metropolitan area ABE programs were not contacted for the reason explained below.

A listing of Minnesota Area Vocational Technical Institutes (AVTI's) supporting Indochinese programs was also obtained from the State Department of Education. There were sixteen AVTI sponsored programs. Contacts with these programs indicated that adult ESL needs outside the metropolitan area were served by the AVTI's rather than ABE programs, so the out-state ABE programs were not contacted.

The coordinator of one metro-area AVTI provided a listing of Minneapolis/St. Paul ESL programs for adults which served as a useful cross-reference of AVTI and ABE programs. This list included four additional programs provided by two private and two governmental agencies.

Representatives of MinneTESOL, the state organization of teachers of English to speakers of other languages, were also consulted for referrals to programs. Three programs (two public and one private) were identified through this effort.

All thirty-three agencies (see Appendix B) with known programs were contacted by telephone with an invitation to participate in the study and a request for the names of ESL program personnel. Agency representatives also were asked to identify other ESL programs in their geographical area. The general response to the telephone contacts was positive and program representatives indicated a willingness to cooperate in the study.

From the names provided by the agencies contacted, a list of ESL instructors and coordinators was developed. Persons named were those actively involved with the provision of English as a Second Language instructional services for adults during the winter of 1979-1980. Since the number of ESL instructors and programs coordinators identified was one hundred fourteen, it was decided to survey the entire population.

The Instrument

The use of a questionnaire was decided upon as the most practical method of obtaining the information necessary to answer the questions posed by the study. The questionnaire developed is entitled "English as a Second Language Instructors as Providers of Educational Brokering Services for Adults."

Part A of the questionnaire was designed to provide demographic data about the respondents. The questions in Part A relate to the respondent's assigned role as ESL instructor and/or program coordinator, the setting of the program in which he or she works, the frequency of his/her contact with students, and his/her educational background.

Part B deals with services as provided to the students by the ESL professional.

Part C asks for the respondent's perception of student needs for educational brokering services and how he or she believes these needs should be met.

Part D of the questionnaire asks the respondent to indicate how important he or she believes it is that certain attributes (knowledge, skills, attitudes) are possessed by ESL instructors. The respondent is also asked to indicate his/her own interest in further training relevant to the attributes listed.

The questions in Parts B, C, and D were based upon definitions provided by the literature and developed by the investigator. (See Appendix A for the definitions which were used to guide the study.)

The definition of educational brokering services employed in the study is equivalent to that of the National Center of Educational

Brokering (NCEB, 1979) with one exception. The NCEB definition includes information-giving, referral, counseling, assessment, and client advocacy. For the purposes of this study referral has been incorporated into the other four service categories. The investigator views referral as a possible aspect or outgrowth of providing information, counseling, assessing needs and services, or providing advocacy. The fifth brokering service defined for the study is on-going support, which refers to the provision of a supportive atmosphere conducive to adult learning (Pine & Horne, 1969), the instructor's serving as a supportive representative of the unfamiliar culture in which the student now lives, and the encouragement the instructor provides as the student moves through a personal program development process. It is the investigator's contention that support is implicit in the concept of educational brokering. Furthermore, adult educational theory and literature regarding ESL teaching/learning emphasize the need of adult students for support, and practical experience gives evidence of its importance.

Definitions of the areas of need within which educational brokering services may be provided were drawn from adult educational counseling literature such as that reviewed by Goldberg (1980). Five need areas were identified: education, career or vocation, coping and daily living problems, social/emotional concerns, and personal relationships.

Adult educational program development models including those of Knowles (1970) and Houle (1972), and characteristics of effective cross-cultural counselors described by Sue (1978a) provided the basis for the definitions of characteristics/skills believed necessary to provide effective educational brokering in an ESL instructional setting. Eight of these characteristics/skills are of a general nature and nineteen are specific to the five identified brokering services, information-giving, counseling, assessment, advocacy, and on-going support.

The survey instrument was developed by the investigator based on the definitions discussed above. It is an eight-page, self-administered questionnaire. (See Appendix D.)

The questionnaire, cover letter, and addendum of definitions were reviewed for face validity (1) by the Chairman of the Graduate Program in Adult Education, University of Minnesota, (2) by two public school ESL teachers, each of whom has several years' experience teaching and developing curricula for adult ESL students in a community-based program, and (3) by the Minnesota State Department of Education Support Service Specialist who supervises the Indochinese programs provided by the Division of Vocational-Technical Education. In addition, the last individual cited provided a letter of endorsement of the study which accompanied all questionnaires sent to AVTI program coordinators. (See Appendix C.)

The questionnaire, cover letter, and addendum of definitions were approved by the University of Minnesota Committee on the Use of Human Subjects in Research on December 5, 1979. (See page iv.)

Data Collection

On February 6, 1980, questionnaires with an accompanying cover letter, addendum of definitions, and return envelopes were sent by mail to one hundred fourteen individual ESL instructors and coordinators identified by name. Also, three coordinators of programs with large staffs had asked that a total of sixty-three questionnaires be sent to them for distribution to their instructors. These coordinators agreed to assume responsibility for returning the questionnaires. In addition, one instructor asked for seven questionnaires which she offered to distribute to other instructors known to her in northwestern Minnesota. The total number of questionnaires distributed, including the group mailings was one hundred eighty-four.

On February 29, follow-up requests (see Appendix E) were mailed to individuals whose surveys had not yet been returned to the investigator. The agency coordinators responsible for returning a group of surveys received follow-up telephone calls.

By March 20, when data analysis began, one hundred two surveys had been returned. Included among these were two responses from individuals previously unknown to the investigator which had been solicited by a program coordinator. This brought the final number of questionnaires distributed to one hundred eighty-six.

Two individuals called after receiving the follow-up request to explain that they had returned their questionnaires. These were never received and are assumed to have been lost in the mail. One survey was received in April, too late to be included in the data analysis, bringing the total response received to one hundred three.

Of the total number of one hundred three questionnaires returned, ninety-eight were used in the analysis. Five questionnaires were not included because two were incomplete, two were completed by individuals who indicated they had no active role in an ESL program, but worked in adult basic education, and one was received after the data analysis had begun.

With one hundred three surveys returned out of the maximum distribution of one hundred eighty-six, the return rate stands at fifty-five percent.

Data Analysis

The data were compiled and tabulated by hand. Responses were analyzed in terms of frequency of responses, percentages, and means. Where an average number of respondents to a set of questions is reported, the associated percentages have been computed in terms of the number of persons responding to each item.

The analysis is intended to present an overview of the provision of educational brokering services by ESL instructors as reported by ESL program personnel.

CHAPTER IV

FINDINGS

Introduction

Responses by ESL program personnel to the questionnaire regarding educational brokering services for adult ESL students provided information about: (1) survey participants, (2) the services they provide, (3) perceived student needs for services, (4) brokering services they believe should be provided by ESL instructors, and (5) attributes of instructors believed to be of importance and/or of interest for further personal development.

The information gathered and a discussion of some aspects of the data are presented below.

Characteristics of Respondents

All of the ninety-eight respondents were associated with English as a Second Language programs for adult students during the winter, 1979-1980.

The following tables illustrate the nature of the respondents' positions, the settings in which the ESL programs are located, respondent-student contact rate, and educational experience of the respondents. The group included teachers, program coordinators, and persons with dual roles of teacher and program coordinator.

TABLE 1

RESPONDENT'S POSITION IN ESL PROGRAM

	N	%
Teacher	73	75
Teacher/coordinator	12	12
Coordinator	13	13
Total	98	100

TABLE 2

NUMBER OF PAID WORKING HOURS PER WEEK

Hours/Week	Teacher		Teacher/Coordinator		Coordinator	
	N	%	N	%	N	%
0 - 6	22	30			1	8
7 - 15	10	14	5	42	1	8
16 - 25	18	25	4	33	2	15
26 - 40+	21	29	3	25	6	46
No Response	2	2			3	23
Total	73	100	12	100	13	100

In Table 3 it should be noted that the number of responses relative to the type of agency or institution sponsoring the ESL program is greater than ninety-eight. This is because some respondents indicated an association with more than one agency.

TABLE 3

INSTITUTION SPONSORING ESL PROGRAM

	N	%
Public School	35	34
Vocational/Technical Institute	49	47
Private Agency	14	14
Other	5	5
Total	103	100

Sponsoring agencies other than public schools, vocational/technical institutions and private agencies included an Educational Cooperative Service Unit (ECSU), government agencies, and a college-sponsored program for adults.

TABLE 4

TYPE OF COMMUNITY IN WHICH PROGRAM IS LOCATED

	N	%
Minneapolis/St. Paul Metropolitan Area	55	57
City Outside Metro Area Population 15,000 or more	19	19
Town or Rural Community Population less than 15,000	24	24
Total	98	100

In an effort to discover the rate at which teachers and coordinators interact with students, questions were asked about class size and the number of students or prospective students which persons worked with in an administrative capacity in an average week. Administrative contact is interpreted to mean coordinator-student contact in other than a classroom situation.

TABLE 5

AVERAGE CLASS SIZE

Number of Students/Class	Number of Teachers Reporting	%
0 - 5	20	23.5
6 - 10	20	23.5
11 - 15	21	25
16 - 20	16	19
20+	2	2
No Response	6	7
Total	85	100

TABLE 6

ADMINISTRATIVE CONTACT WITH STUDENTS

(AVERAGE PER WEEK)

Number of Students Met/Week	Number of Persons Reporting	%
0 - 50	11	44
51 - 100	3	12
101 - 150	1	4
151 - 200	2	8
201 - 250	0	0
251 - 300	1	4
No Response	7	28
Total	25	100

It can be seen from the tables above that approximately two-thirds of the survey sample are part-time workers (i.e., work 25 or fewer hours per week). More than three-fourths are working in publicly-funded programs. Nearly as many ESL professionals are working outside the Minneapolis/St. Paul metropolitan area (43 percent) as are working within the metro area (57 percent).

The average student-teacher ratio is 20:1 or less for 91 percent of the respondents who teach ESL. Persons reporting contact with students in an administrative capacity deal with much larger numbers of students; 28 percent report contact with between 51 and 300 students in an average week.

In addition to questions regarding the respondents' work situations, they were asked about educational backgrounds. Table 7 illustrates the highest level of formal education attained by the respondents. Responses to questions regarding their participation during the previous twelve months in courses or workshops especially designed for ESL teachers, and whether or not they have had specific counseling or guidance training also appear in Table 7.

TABLE 7

EDUCATIONAL EXPERIENCE

Formal Education	N	%
High School Diploma + 2 - 3 Years College	4	4
Baccalaureate Degree	11	11
Baccalaureate Degree + Additional Credits	44	46
Master's Degree	22	22
Master's Degree + Additional Credits	17	17
Total	98	100

ESL Courses/Workshops Participation During Previous 12 Months	N	%
Yes	68	69
No	30	31
Total	98	100

TABLE 7 (Continued)

Counseling/Guidance Training	N	%
Yes	23	23
No	75	77
Total	98	100

A final question about educational background asked respondents to report their undergraduate and graduate school major and minor fields of study. Ninety-seven persons provided some response to this question. The greatest commonalities among undergraduate majors were 29 individuals, (30 percent) reporting an elementary education major, 25 (26 percent) with a major in English or English combined with other languages, education, or social studies, and 17 persons (17 percent) with a foreign language major. English as a Second Language appeared only once as an undergraduate minor field of study.

Sixteen persons (16 percent) reported English as a Second Language as a graduate major and 23 graduate majors (23 percent) were related to education. Of these 23, 5 respondents (5 percent) reported a graduate major with a counseling component.

The major conclusions that can be drawn with regard to the formal education of the respondents is that it is greatly varied and that it is of a high level. Eighty-three of the 97 respondents, or 85 percent of the total sample, have formal educational credits beyond the baccalaureate degree, and of these 39 persons or 40 percent of the total sample, have earned a master's degree or more.

Brokering Services Provided

Of the five questions to which the survey sought answers, the first is: What educational brokering services are most provided by ESL instructors?

Survey participants were asked to indicate the extent to which they performed twelve services which educational brokers might provide in each of five areas of need. Extent of performance was indicated as frequently, occasionally, or little or never. Frequently was defined as 26 - 33 percent of a person's paid work time. Occasionally was 6 - 25 percent, and little or never was 0 - 5 percent of a person's work time.

Table 8 presents the percentages of respondents who reported provision of services. Starred items are those where 50 percent or more of the respondents estimated that they frequently provided that service. Underlined items are those where 50 percent or more of the responses were in the little or never category.

TABLE 8

PERCENTAGES OF RESPONDENTS PROVIDING EDUCATIONAL BROKERING SERVICES BY FIVE AREAS OF NEED

F = Frequently
O = Occasionally
L = Little or Never

N: Range = 84 - 98
Average = 91

	Areas of Need														
	Education			Career/ Vocation			Coping/Daily Living			Social/ Emotional			Personal Relationship		
Services	F	O	L	F	O	L	F	O	L	F	O	L	F	O	L
1. Provide program information. .	24	44	32	12	46	42	32	46	22	14	35	51	11	33	56
2. Provide info. re: access to services . . .	10	44	46	10	31	59	13	31	56	1	21	78	2	13	85
3. Help assess needs.	40	36	24	16	40	44	30	38	32	15	36	49	11	28	61
4. Help set goals & objectives .	29	39	32	12	41	47	18	38	44	5	25	70	5	24	71
5. Help select prog., services	35	27	38	14	27	59	14	25	61	6	11	83	5	13	82

TABLE 8 (Continued)

	Areas of Need														
	Education			Career/ Vocation			Coping/Daily Living			Social/ Emotional			Personal Relationship		
Services	F	O	L	F	O	L	F	O	L	F	O	L	F	O	L
6. Teach skills .	68*	16	16	37	41	22	60*	27	13	20	46	34	14	28	48
7. Support efforts to meet needs.	60*	24	16	34	41	25	43	40	17	31	37	32	22	30	48
8. Help evaluate progress toward goals.	42	32	26	18	34	48	19	36	45	8	31	61	3	28	69
9. Interpret culture, customs .	53*	33	15	34	44	22	62*	26	12	34	43	23	29	42	29
10. Help with cultural adjustment	41	38	21	18	50	32	45	47	8	22	42	36	11	43	46
11. Help solve communication problems . . .	30	43	27	11	43	46	26	45	29	13	40	47	13	28	59
12. Give direct assistance in relations with other agencies	18	32	50	12	27	61	9	30	61	6	24	70	3	21	76

Services numbered 6, 7, 9, and 10 are those most provided. These services involve the provision of instruction, support, information-giving, and counseling. Least provided services, 2, 5, and 12, involve the provision of information, assessment, and advocacy.

The educational, coping/daily living, and career/vocational areas of need appear to be those most highly served. The personal relationship area is least served as can be observed by the high percentages of respondents reporting in the little or never response category.

In order to determine the extent to which each area of need is served and draw comparisons among them, the total number of responses indicating that the twelve services were provided frequently or occasionally was tabulated for each area. These totals were converted to the percentages illustrated by Figure 1.

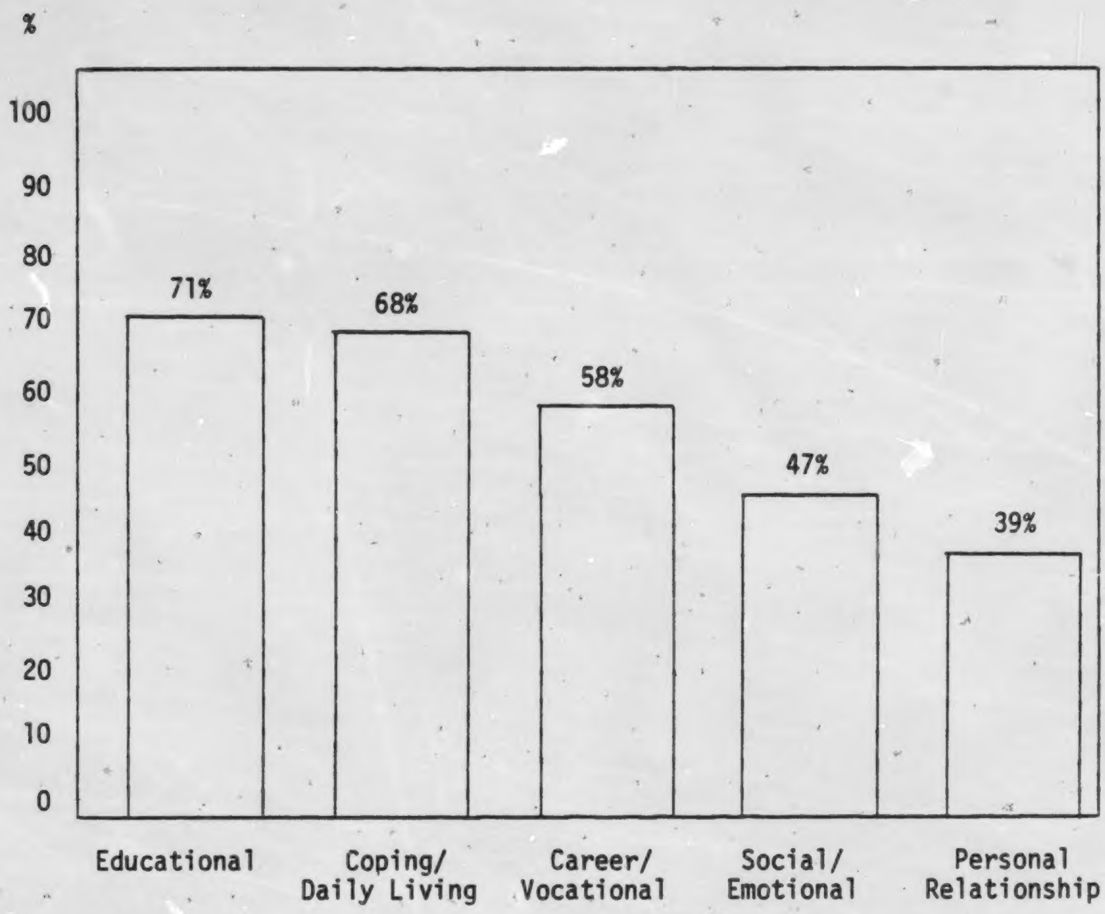


Figure 1

Percentages of Responses Indicating Frequent or Occasional Provision of Services According to Area of Need

N: Range = 1080 - 1113, Average = 1094

It is obvious that the brokering services are most often provided as they relate to educational needs. The second most served area of need is in coping and daily living. Career/vocational needs are next most frequently served. These three need areas are served frequently or occasionally by 58 percent to 71 percent of the respondents.

Social/emotional needs and needs pertaining to personal relationships are served to a lesser degree with less than 50 percent of the respondents frequently or occasionally providing services in these areas.

The twelve services were also analyzed to determine the extent to which each was provided when all five areas of need were combined. An average number of respondents reporting frequent or occasional provision of services was determined for each of the twelve services. Eighty-eight percent of the respondents provided support of personal efforts to meet needs (service #7). In contrast, only 35 percent of the respondents reported providing information about gaining access to specific helping services meeting needs (service #1). A comparison of the percentages reported for all twelve services and observation of the relative frequency of the provision of services may be made by viewing Figure 2. The percentages were computed on the basis of the total number of respondents to the questions regarding a given service. For example, for service #1, of 466 responses in the three frequency categories for all five areas of need, 277 respondents reported providing this service frequently or occasionally. The resulting percentage of the respondents providing service #1 is 59 percent, as illustrated in Figure 2.

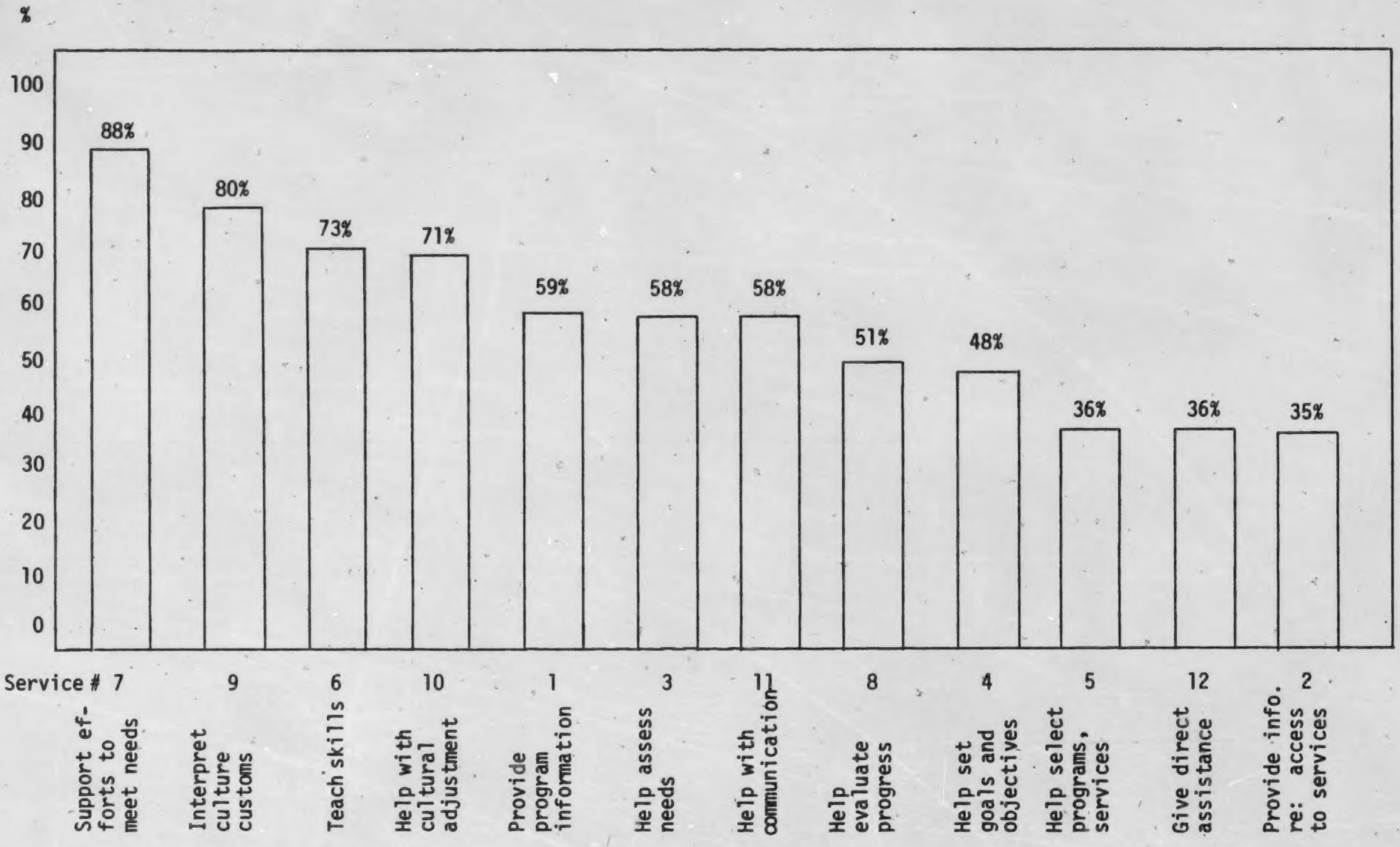


Figure 2

Percentages of Responses Indicating Frequent or Occasional Provision of Brokering Services

N: Range = 445 - 473, Average = 456

Figure 2 makes it clear that services 7, 9, 6, and 10 are the most often provided with nearly three-fourths of all respondents providing these services frequently or occasionally. Approximately half of the respondents provide services 1, 3, 11, 8, and 4, while little more than one-third of the respondents provide services 5, 12, and 2.

Perception of Student Need

The second major question which the survey seeks to answer is: What educational brokering services are perceived by ESL program personnel to be most needed by their students?

Participants were asked to indicate where they perceived students to have much, some, or little or no need for five major brokering services (information-giving, counseling, assessment, advocacy, on-going support) in each of five areas of need. Table 9 presents the percentages of the respondents who reported a perception of much need.

TABLE 9

PERCENTAGES OF RESPONDENTS PERCEIVING MUCH NEED FOR EDUCATIONAL BROKERING SERVICES BY FIVE AREAS OF NEED

N: Range = 87 - 98, Average = 92

	Areas of Need				
Services	Educ.	Career/ Voc.	Coping/Daily Living	Soc./ Emot.	Pers. Rel.
1. Info.-giving	64	80	72	42	27
2. Counseling	43	66	54	32	23
3. Assessment	45	49	29	17	14
4. Advocacy	40	43	33	21	14
5. On-going support	56	58	54	37	29

Figure 3 illustrates the percentage of respondents indicating much perceived need according to type of brokering service. To arrive at the percentages, the responses of all respondents reporting much need for a service across all five need areas were summed and divided by the total number of responses.

Clearly, the greatest perceived need is for information, with counseling and on-going support services perceived to be somewhat less, but still perceived as needed by almost 50 percent of the respondents. Assessment and advocacy are perceived to be least needed by ESL students.

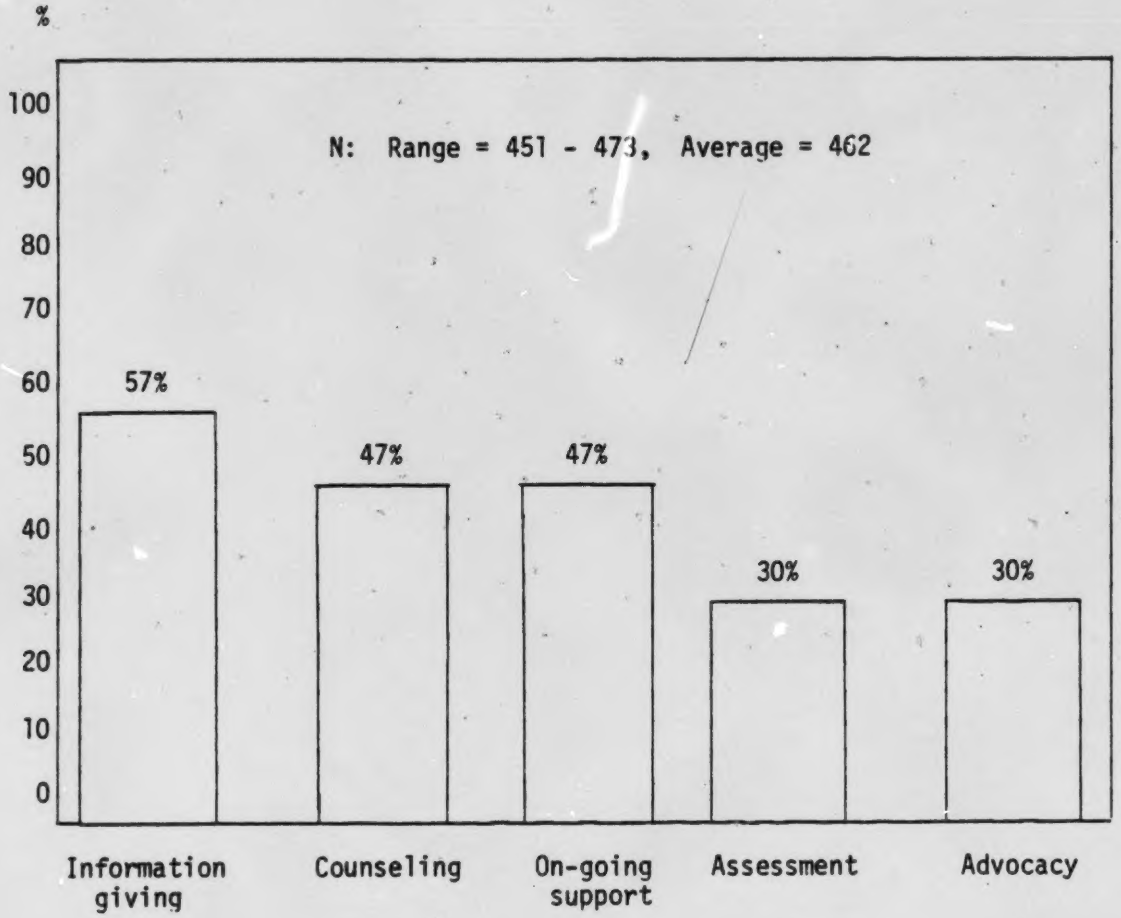


Figure 3

Percentages of Respondents Indicating a Perception of Much Need For Educational Brokering Services

The survey also sought to determine the area of need in which the greatest perceived need for services was evidenced. As can be seen in Figure 4, the respondents' perception of greatest need was in the career/vocational area, with educational needs, coping/daily living concerns, social-emotional needs, and personal relationship problems in decreasing levels of importance.

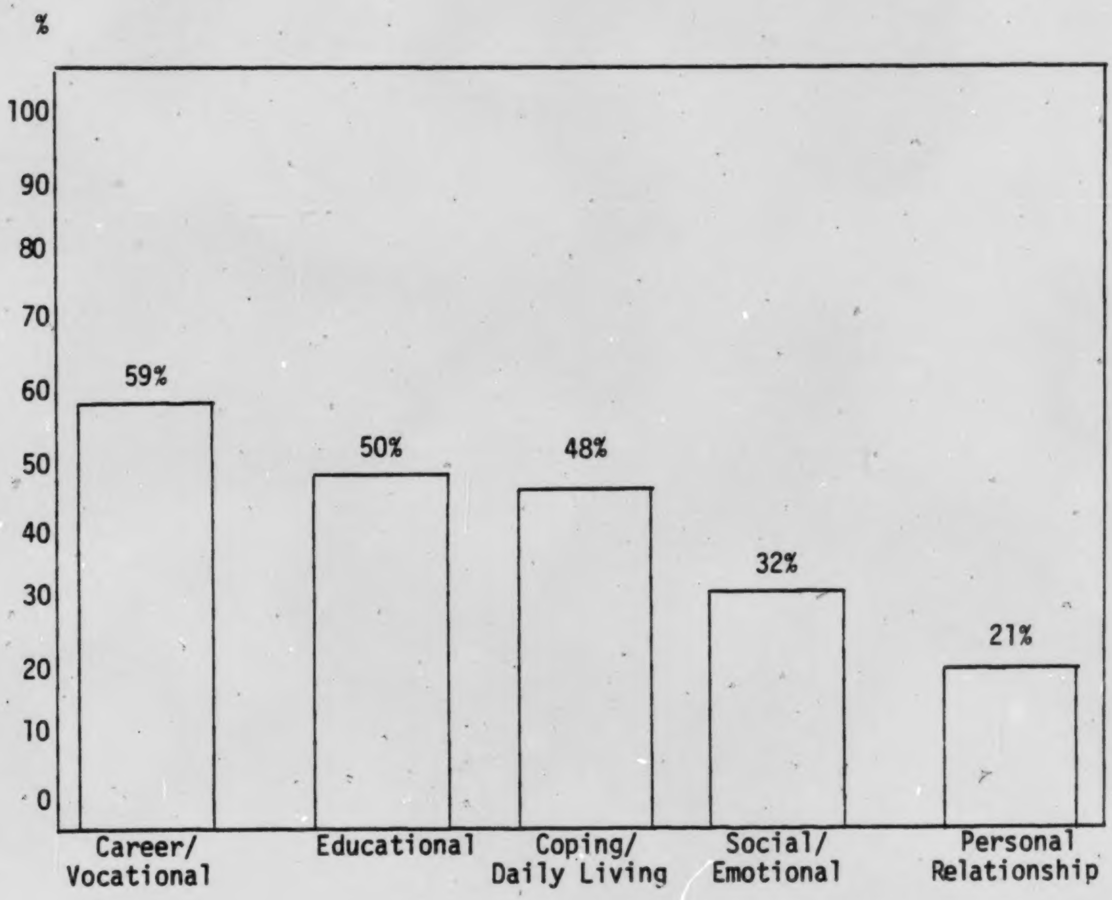


Figure 4

Percentages of Responses Indicating a Perception of Much Need For Services According to Need Area

N: Range = 422 - 473, Average = 454

It should be noted that of the responses where much perceived need fell below fifty percent, a sizable percentage of responses showed some need. In 18 of the 25 items calling for perceptions of little or no need for services, responses were less than 16 percent. However, the perceived needs for assessment, service #3, and advocacy, #4, within the social/emotional need area were somewhat higher, with 27 percent and 24 percent of the respondents respectively indicating little or no need. In the least perceived need area, personal relationships, the perceptions of little or no need for brokering services ranged from 19 percent to 40 percent of the respondents. Percentages of respondents' perceptions of some and little or no need for services are presented in Table 9-B (see Appendix F).

Services Instructors Should Provide

The third question asked was: What educational brokering services should ESL instructors provide?

Participants were asked to express their beliefs relative to whether or not five major brokering services should be provided by ESL instructors. Table 10 presents in percentages, the responses of the total sample. The variation in the responses among teachers, teacher/coordinators, and coordinators can be observed in Table 11.

TABLE 10

RESPONDENTS' BELIEFS REGARDING WHICH EDUCATIONAL BROKERING SERVICES ESL INSTRUCTORS SHOULD PROVIDE

		Should	Should Not	Uncertain
Service	N	%	%	%
1. Information-giving	96	95	2	3
2. Counseling	95	45	24	31
3. Assessment	97	72	10	18
4. Advocacy	94	54	19	27
5. On-going support	95	88	6	6

TABLE 11

A COMPARISON OF RESPONDENT SUBGROUP BELIEFS REGARDING SERVICES ESL INSTRUCTORS SHOULD PROVIDE (In Percents)

N: Teachers (T) - Range = 69 - 72, Average = 70
Teachers/Coordinators (T/C) = 12
Coordinators (C) = 13

	Should			Should Not			Uncertain		
Service	T	T/C	C	T	T/C	C	T	T/C	C
1. Information-giving	93	100	100	3	0	0	4	0	0
2. Counseling	44	33	61	27	25	8	29	42	31
3. Assessment	73	42	92	10	25	0	17	33	8
4. Advocacy	48	59	85	25	8	0	27	33	15
5. On-going support	86	100	84	7	0	8	7	0	8

There was general agreement that ESL instructors should perform information-giving and on-going support services. Teachers and coordinators also strongly support the provision of assessment services. Opinion was more divided with regard to advocacy, with teachers the least supportive of having instructors provide this service. There also was a fairly high degree of uncertainty associated with the provision of advocacy. The greatest difference of opinions related to the provision of counseling services. Coordinators were the strongest in their beliefs that instructors should provide students with counseling. Close to one-third of all respondents were uncertain regarding the counseling service.

An open-ended question asked respondents who did not believe that ESL instructors should provide educational brokering to suggest ways in which student needs for brokering may best be met.

Responses indicated a desire to help provide services to students, but the inability to provide all services because of limitations of time, knowledge, and competencies. Respondents reported a need for trained people, especially counselors. A need for helping persons who have cross-cultural expertise and who are bi- or multi-lingual was noted. Respondents also made reference to the fact that while other helping service agencies are available, teachers need more information about them and that cooperation among all agencies serving ESL students should be increased.

It was pointed out that instructors may be the persons that students most trust and will turn to for help. Teachers are seen as having an understanding of their students' needs and as being a helpful member of a team effort to provide educational brokering services.

ESL Instructor Attributes

The final two questions which this study set out to answer are: What knowledge, skills, and attitudes do ESL instructors believe to be important instructor attributes? and In what knowledge, skills, and attitudes do ESL instructors have the most interest in pursuing further training?

Table 12 presents the percentages of respondents reporting the importance they attach to the possession by ESL instructors of the attributes listed in the questionnaire. Table 12 also indicates how much interest ESL personnel have in attending workshops to further develop in themselves the attributes listed.

There was general agreement that the eighteen attributes (knowledge, skills, and attitudes) presented in the questionnaire were of much or some importance for ESL instructors. Instructional skills, support, and cultural understanding were deemed as having both importance and interest. Those perceived to be of least importance were general understanding of counseling, #4, willingness to intervene on behalf of students, #12, and skill in vocational assessment, #15.

In most cases the interest expressed in workshops pertaining to instructor attributes paralleled the reported importance of the attribute. Some variation in ranking of interest compared with importance can be noted with regard to three items. Understanding of cross-cultural counseling, attribute #5, ranked fifteenth in terms of much importance and tenth in much interest. Understanding the program development and evaluation processes, #13, ranked ninth in much importance, but twelfth in much interest. Responses to item #16, skill in forming goals and objectives,

TABLE 12

INSTRUCTOR ATTRIBUTES

		Importance of Attributes				Interest in Workshops			
			Much	Some	Little		Much	Some	Little
Question Numbers	Attributes	N	%	%	%	N	%	%	%
2.	Skill in ESL instruction	96	89	11	0	93	72	18	12
1.	Skill in adult teaching strategies	97	87	13	0	94	65	23	12
3.	Skill in providing supportive learning environment	95	85	14	1	92	56	28	16
8.	Understanding specific culture groups	97	79	19	2	93	64	27	9
9.	Ability to teach daily living/ coping skills	96	70	29	1	91	50	38	12
6.	Skill in cross-cultural communication	97	61	34	5	92	53	32	15
7.	Understanding culture & personality	94	54	38	7	92	46	38	16
14.	Skill in educational assessment	94	53	41	6	88	42	40	18
13.	Understanding program development & evaluation processes	95	52	44	4	87	34	40	26
17.	Skill in identifying resources	95	52	40	8	87	36	38	26

TABLE 12 (Continued)

		Importance of Attributes				Interest in Workshops			
			Much	Some	Little		Much	Some	Little
Question Numbers	Attributes	N	%	%	%	N	%	%	%
11.	Knowledge of how students can access local resources	96	49	47	4	88	42	36	22
16.	Skill in forming goals and objectives	94	45	39	16	88	31	34	35
18.	Skill in evaluation	95	41	50	9	86	34	38	28
10.	Ability to teach problem-solving	96	40	54	6	91	33	42	25
5.	Understanding cross-cultural counseling	95	35	54	11	92	39	43	18
15.	Skill in vocational assessment	95	31	51	18	85	34	39	27
12.	Willingness to intervene on behalf of students	96	25	55	20	88	18	46	36
4.	General understanding of counseling	96	19	65	16	90	28	38	34

placed it twelfth in ranking of much importance for instructors and sixteenth in terms of much interest in workshops.

Five items concerning instructor attributes may be noted where the response of one or another of the respondent subgroups differ markedly from the response as reflected by the total sample. These differences are illustrated by Table 13.

Understanding of cross-cultural counseling theories and procedures, attribute #5, is deemed of much importance by 50 percent of the teacher/coordinators compared with 34 percent of the teachers and 23 percent of the coordinators. These beliefs are supported by their reported interest in attending workshops. Fifty-five percent of the teacher-coordinators held much interest in workshops, while 37 percent of the teachers and 38 percent of the coordinator group were much interested in a workshop to develop understanding of cross-cultural counseling theories.

In item #6, while there was general support of the importance of skill in cross-cultural communication, the teacher/coordinators, with 82 percent indicating much interest, and coordinators, with 54 percent reporting much interest, exhibited more interest in workshops on this topic than did the teachers. Forty-eight percent of the teachers were much interested in developing cross-cultural communication skill and 34 percent held some interest.

Marked differences between teachers and personnel with administrative responsibilities were noted in three other areas.

Item #14, relating to the assessment of educational needs, was generally believed to be important. Coordinators especially reported much interest in workshops on this topic, with 70 percent of the 13

TABLE 13

A COMPARISON OF SELECTED SUBGROUP RESPONSES REGARDING INSTRUCTOR ATTRIBUTES

T = Teachers T/C = Teacher/Coordinators C = Coordinators

	Much Importance			Much Interest		
	T Av. N=70	T/C N=12	C N=13	T Av. N=65	T/C N=11	C N=13
Attributes	%	%	%	%	%	%
5. Understanding cross-cultural counseling	34	50	23	37	55	38
6. Skill in cross-cultural communication	58	75	61	48	82	54
14. Skill in educational assessment	49	67	54	36	46	70
17. Skill in identifying resources	48	67	61	29	46	62
18. Skill in evaluation	33	75	54	26	55	54

coordinators of this opinion. Forty-six percent of the teacher/coordinators and 36 percent of the teacher group held much interest in educational assessment workshops.

Workshops related to item #17, skill in identifying resources for accomplishing goals, was of much interest to 46 percent of the teacher/coordinators and 62 percent of the coordinators, but only 29 percent of the teachers. Forty-eight percent of the teachers had indicated this attribute to be of much importance.

Finally, item #18 was deemed both more important and of more interest to teacher/coordinators and coordinators than it was to teachers. This item was skill in developing and utilizing relevant evaluation procedures. Seventy-five percent of the teacher/coordinators and 54 percent of the coordinators believed this skill is of much importance, but only 33 percent of the teachers held this view. With regard to interest in attending workshops on evaluation procedures, 55 percent of the teacher/coordinators and 54 percent of the coordinators reported much interest, while 26 percent of the teacher group were much interested.

Discussion

Some general observations may be made in comparing the educational brokering services survey participants provide with both their perception of student needs and beliefs about the services ESL instructors should provide.

Participants reported most service in the area of educational needs, followed by coping/daily living needs and career/vocational needs. The greatest perceived need is in the same three areas; however, the career/vocational area was seen as the most in need, with educational needs second and coping/daily living needs third.

Social/emotional and personal relationship needs were reportedly both met and perceived to be present to a much lesser degree than the three most served need areas. A number of questions could be raised about reasons for this: How does the provision of services and perception of need relate to the educational background and experience of the respondents? To what extent does the level of cross-cultural understanding of values and customs interact with the perception and expression of social/emotional and interpersonal relationship needs? How are these needs traditionally met by members of the cultural groups represented by the ESL students? Further study is needed in order to adequately answer these questions.

With respect to five major educational brokering service categories, information-giving, on-going support, and counseling were reported as being services perceived to be most needed. In reporting the extent to which twelve specific brokering services were provided, the four most frequently provided services offer support, counseling, and information as well as skill instruction.

When asked about which of the major brokering services ESL instructors should provide, respondents indicated strong support for having them provide information-giving, on-going support and assessment. Counseling was the service which respondents felt least appropriate for instructors to provide.

Individual open-ended responses reflected the opinion that the classroom teacher has neither the time nor expertise to adequately provide counseling for students. Respondents indicated the need for professional, multi-lingual counselors with whom they would be able to work cooperatively in an effort to better serve student career/vocational, social/emotional, and personal relationship needs. In giving consideration to these responses one may recall that seventy-seven percent of the sample reported having had no training in counseling or guidance. In addition, it may be noted that teachers are most familiar with the model used in schools in which counselor services are provided by an individual with special responsibility and training for this function.

Further evidence that ESL instructors may not accept the counselor role is provided by the fact that a general understanding of counseling ranked last in terms of the percentage of respondents (19 percent) believing this attribute to be of much importance for ESL instructors. Only about one-fourth of the respondents held much interest in this topic and one-third reported little or no interest. Somewhat greater importance and interest were associated with an understanding of cross-cultural counseling, with 35 percent reporting it to be of much importance and 39 percent indicating much interest. However, this attribute ranked fifteenth among the eighteen attributes in terms of much importance.

Responses to whether or not advocacy should be provided showed variation similar to those regarding counseling. Fifty-four percent of the sample indicated that ESL instructors should provide advocacy, 19 percent that they should not, and 27 percent were uncertain. Of the five brokering services, advocacy represents the newest educational role. The concept of serving as student advocate may be an unfamiliar idea, and a role for which educators have not been traditionally trained. The low percentage (36 percent) of respondents reporting that they offered this service frequently or occasionally, and low percentage (30 percent) reporting much perceived need for advocacy may be related to an unfamiliarity with this concept.

Opinions were divided in response to questions regarding importance and interest relating to willingness to intervene on behalf of students, an attitude representative of an advocate's role. Twenty-five percent believed this attitude to be of much importance, 55 percent of some importance, and 20 percent of little or no importance. In terms of interest in workshops relating to intervention, 18 percent held much interest, 46 percent some interest, and 36 percent little interest. These responses appear consistent with those regarding whether or not ESL instructors should provide advocacy, and may also relate to a lack of understanding of advocacy.

Assessment, particularly educational assessment, would appear to be a brokering service that is well understood and accepted as part of the instructor's role. Nearly three-fourths of the respondents agree that assessment should be provided by instructors. Educational assessment is provided by 76 percent of the respondents frequently or occasionally and assessment of career/vocational, coping/daily living, and social/emotional needs is reportedly provided by over half of the respondents. Skill in educational assessment techniques is considered of much importance by 53 percent of the survey participants. The fact that only 30 percent of the respondents perceived much need for assessment across all five areas of need could be because this service is being relatively well provided.

Throughout the survey the greatest agreement among respondents pertains to the educational brokering services, information-giving and ongoing support. Information-giving is the service for which there is the greatest perceived need and support is one of the second most needed services. These two services have the highest percentages of respondents reporting that they should be provided by ESL instructors. Support and information-giving are provided by the two specific services which are most frequently or occasionally provided by respondents. Finally, the provision of support and information are aspects of those attributed reportedly of greatest importance and interest to ESL instructors. These findings would seem to be consistent with what has traditionally been associated with the role of an educator.

CHAPTER V

SUMMARY AND IMPLICATIONS

Summary of the Study

The rapid growth of the non-English speaking population in the United States has resulted in the recent development of many community-based programs for teaching English as a Second Language (ESL) to adult students. These students have a variety of educational and other needs related to their adjustment to life in an unfamiliar society. ESL program personnel (teachers and administrators) are in the position to recognize problems students face in the process of acculturation. Frequently, students will seek the help of ESL instructors in solving these problems.

This study was undertaken in an effort to better understand the role ESL instructors and program coordinators play in assisting their adult students apart from providing specific language instruction. This role has been defined as that of an educational broker--one who may provide information, counseling, assessment, advocacy and/or on-going support to students.

A questionnaire was devised and distributed to ESL adult educators throughout Minnesota which asked questions regarding the services the educators provided, the needs the educators perceived the students to have, the services which should be provided by instructors, and instructor attributes which educators believed were important and in which they had interest in pursuing further training.

Background material for the study was drawn from the fields of adult education, adult educational counseling, second language teaching/learning, and cross-cultural counseling.

Fifty-five percent of the sample receiving the questionnaire responded. Of this group, 75 percent were teachers, 12 percent performed dual teacher/coordinator roles, and 13 percent were program coordinators. Eighty-five percent of the respondents had received formal education beyond the baccalaureate degree, but only 23 percent had training in counseling or guidance.

Responses indicated that ESL program personnel did indeed perform educational brokering services, particularly as related to educational needs, coping and daily living problems, and career or vocational concerns.

Respondents reported perceiving the greatest student needs for information, counseling, and on-going support, especially as related to careers or vocations, education, and coping and daily living problems.

There was much general agreement that ESL instructors should provide information, assessment, and on-going support for students, with divided opinions regarding the provision of counseling and advocacy. Some instructors noted that limitations of time and competency precluded their providing counseling services.

Instructor attributes believed to be of greatest importance to instructors were those related to instruction, the provision of on-going support, providing for student coping/daily living needs, and cross-cultural understanding. The ability to provide advocacy was deemed of least importance. Interest in attending workshops to further develop instructor attributes tended to parallel the importance associated with the attribute. Some variation in opinions between instructor, teacher/coordinator, and coordinator groups was noted in responses to the questions of importance of attributes and interest in workshops.

Conclusions

Following are some conclusions drawn by the investigator from the demographic data supplied by the respondents and the data gathered regarding the five key questions posed by the study.

Conclusions Regarding ESL Educators

Demographic data lead one to conclude that English as a Second Language instructors and coordinators are largely part-time workers associated with publicly-funded institutions. Nearly as many serve the area outside the Minneapolis/St. Paul metropolitan area as do those who work within the metropolitan area, indicating that the need for services is widespread. The majority of teachers (77 percent) work with fifteen or fewer students at a time; however, the remaining 23 percent have more than fifteen students in an average class, which may be judged to be too large a group for optimal service.

As a group the educators have attained a high level of traditional education, but the individual educational experiences are diverse. A 69 percent rate of recent participation in ESL courses or workshops indicates a commitment to continuing ESL education. A 77 percent response indicating no training in counseling or guidance would lead one to conclude that the majority of the educators would not have the theoretical background to support competence in the provision of counseling services.

Conclusions Regarding Educational Brokering Services Provided and Needed

Provision of services appears to occur in those areas where educators might be expected to be most prepared--education, coping/daily living, career/vocational. Both provision of services and perception of student need are lowest in the social/emotional and personal relationship areas. This would seem to directly relate to the limited counseling backgrounds. Instructors would not feel competent to provide services, nor have the knowledge on which to base an assessment of social/emotional or personal relationship needs.

The greatest perceived need area is career/vocational with educational and coping/daily living needs following. Respondents indicated that the career-vocational area was the third most served, preceded by the educational and coping/daily living need areas. The reason for this difference is not clear, but one possible reason could be that educational and coping needs are seen as being more effectively met than are the career/vocational needs.

The extent to which it was reported that twelve specific brokering services were provided indicates that ESL program personnel do indeed provide assistance beyond specific language instruction. The high percentage of respondents reporting assistance with the interpretation of culture and customs would support the concept of the interrelationship of language and culture. In spite of a reported lack of counseling background, many counseling related services are being provided. For example, 71 percent of the respondents reported frequently or occasionally assisting with adjustment to unfamiliar cultural demands pertaining to the five areas of need.

With 57 percent of the respondents agreeing that the brokering service most needed was for information, and 47 percent of the respondents agreeing that there is much need for on-going support and counseling, it would appear that provision for information-giving, counseling, and on-going support services must be addressed.

Conclusions Regarding Brokering Services ESL Instructors Should Provide

Ninety-five percent of the respondents stated that ESL instructors should provide information to students. From this one may conclude that a broad base of knowledge would be a requirement for ESL instructors. Strong support for the provision of on-going support and assessment would indicate that ESL instructors and coordinators should be capable of providing these services.

Divided opinion regarding whether or not ESL instructors should be student advocates and counselors indicates the need for further exploration of how these roles may best be fulfilled. However, enough agreement exists regarding the inclusion of these services, as well as those mentioned above, in the ESL instructor role to support the concept of educational brokering becoming a part of the ESL program.

Conclusions Regarding ESL Instructor Attributes

Sixteen of the eighteen attributes about which the questionnaire solicited responses regarding importance for instructors and interest in further training, would contribute to an individual's ability to provide educational brokering services. Virtually all were reported by 80 percent or more of the respondents to be of some or much importance for ESL instructors to possess. Sixty-four percent or more of the respondents indicated some or much interest in attending workshops to help further their own development of these attributes. One could conclude that in general, knowledge, skills, and attitudes of relevance to educational brokering, are also of relevance to ESL instructors. Some variation in importance and interest, as indicated in Chapter Four, relates to whether the ESL educator's role is as teacher, teacher/coordinator, or coordinator only.

Implications and Recommendations

Results of the study have led the investigator to suggest certain implications and recommendations for particular groups of individuals with concern for adult English as a Second Language students.

Implications for ESL Instructors

Instructors of English as a Second Language should:

1. be prepared to provide educational brokering services to students, especially information-giving, on-going support, and assessment.
2. be prepared to provide assistance with student needs relating especially to coping and daily living needs, educational needs, and career/vocational concerns.
3. develop an understanding of culture groups represented by one's student population.
4. understand that cross-cultural differences between teacher and student will affect communication and learning.
5. develop an understanding of counseling which will enable a decision regarding how student counseling needs may best be met. (Instructors should counsel students only within the limits of their personal competence.)
6. develop some competency in providing advocacy for students and/or knowledge of how student advocacy needs may be met.
7. draw upon all five areas of need--education, career/vocation, coping/daily living, social/emotional, personal relationship--for context within which to provide instruction in the English language.

Implications for ESL Teacher Trainers

Persons responsible for providing training for ESL teachers should:

1. help prospective teachers develop an awareness of the range of student problems and how they may relate to the language learning process.
2. provide prospective teachers with an opportunity to develop an understanding of cultural differences and their effect on communication and learning.
3. provide opportunities for students to develop skill in adult teaching strategies and how to provide on-going support for ESL students.
4. provide for an opportunity to become familiar with the concept of educational brokering and how the provision of brokering services may enhance the language learning process.

Implications for ESL Program Planners

Planners of English as a Second Language programs should:

1. provide opportunities for teacher in-service training in the provision of educational brokering services.
2. incorporate into the ESL curriculum information which will assist students in becoming familiar with cultural differences, provide solutions to coping/daily living problems, and assist them in solving career/vocational problems.
3. provide opportunities for students to seek needed information.
4. provide for assessment of student needs.
5. provide for access to counseling resources.
6. build into the program a system for providing students with on-going support as they move toward the realization of goals.

Implications for Counselors of ESL Students

Persons responsible for providing counseling services to ESL students should make available to them a variety of counseling options. Provision of these options will involve:

1. providing instructors with information enabling them to make appropriate referrals.
2. having instructors provide counseling within limits of time and competence.
3. having educational institutions with large ESL student populations include competent cross-cultural counselors (preferably bi- or multi-lingual) on the ESL program staff.
4. providing English-speaking counselors with trained paraprofessional bi- or multi-lingual assistants.
5. maintaining a regional educational brokering service agency for ESL students which would provide satellite services, including counseling, to ESL programs within the region.

Implications for the Total System Serving the Adult ESL Student

The various helping service agencies providing for the needs of the adult ESL student should:

1. develop a system for interagency cooperation which will effectively provide for student needs without duplication of effort.
2. develop a communication system whereby ESL teachers can be used as resource persons by other helping service agencies.
3. develop a resource guide to facilitate referrals of students to appropriate helping services.
4. develop an understanding of how the informal helping networks within the various cultural groups operate and how cooperation with them may be facilitated.
5. develop an educational brokering service especially aimed at serving the needs of English as a Second Language learners.

Implications for Further Study

The investigator would like to suggest the following topics for further exploration. The general nature of the results of this study leaves unanswered some rather specific questions. They are as follows:

1. Are the ESL student's social/emotional and personal relationship needs being met or are they not as readily recognized as are

needs in the areas pertaining to education, career/vocation, and coping/daily living?

2. To what extent to ESL students actually have a need for advocacy?

3. To what extent do training and experience in counseling on the part of ESL instructors and coordinators facilitate the provision of educational brokering services to ESL students?

4. To what extent is the provision of educational brokering services associated with student success in developing a competence in English?

5. What specific strategies facilitate the incorporation of educational brokering into an English as a Second Language instructional program?

6. What effect does the fulfillment of a dual teacher/coordinator role have on an individual's perception of student need and the extent to which he or she provides educational brokering services to students?

7. What is the nature of the informal helping networks of specific cultural groups and how might they be incorporated into an educational brokering system?

8. What is the difference in perception of what constitutes ESL instructional skill between individuals with professional training in ESL instruction and persons whose training has largely been through work experience?

Closing Statement

This study has presented evidence that ESL program personnel do provide students with educational brokering services. It also provides evidence that ESL instructors would benefit from further training leading to the development of knowledge, skills, and attitudes enabling the provision of such services.

In presenting an overview of the kinds of services provided and those perceived to be most needed by adult ESL students, support is given to the need for ESL educators to be prepared to serve a range of student needs. Although the teaching of English as a Second Language will be the primary focus, student learning of English will be optimized as other needs relating to their ability to live and work effectively in the English-speaking society are also met.

The provision of educational brokering services by ESL instructors and/or the establishment of an educational brokering service agency for ESL learners will facilitate the learners' process of adjustment to their new life situations.

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APPENDIX A

EDUCATIONAL BROKERING SERVICES

1. Information-giving: Providing adults with information regarding specific programs, opportunities, culturally appropriate and effective behavior, and resources
2. Counseling: Providing assistance with interpretation of information, development of personal plans, development of problem-solving ability, interpretation of culturally specific behavior, coping with culture shock, solving interpersonal relationship problems
3. Assessment: Helping individuals assess own strengths and weaknesses and select experiences and services appropriate to their needs
4. Advocacy: Supporting individuals in their decisions and providing direct assistance in gaining access to needed programs or services
5. On-going support: Providing encouragement and assistance as students move toward the realization of goals, serving in a friendship role, providing an emotionally supportive learning environment

AREAS OF NEED

1. Educational: Needs related to student's education or training
2. Career/Vocational: Needs related to student's role as a worker
3. Coping/Daily Living: Needs related to behavior, knowledge necessary for operating effectively in society (e.g., culture--specific topics in money management, consumerism, health practices, transportation, communication, climate, customs, government regulations)
4. Social/Emotional: Needs related to an internal sense of belonging, self-esteem, identity, sense of "fit" with environment; cultural meaning associated with language; problems associated with sense of loss of familiar environment and adaptation to new; hostility phase of culture shock
5. Personal Relationships: Needs related to specific interpersonal interactions; interpersonal communication; development of appropriate new relationships, maintenance of familiar relationships within the new cultural setting

CHARACTERISTICS/SKILLS NECESSARY TO PROVIDE EFFECTIVE EDUCATIONAL BROKERING IN AN ESL INSTRUCTIONAL SETTING

A. General

1. Recognition and understanding of cross-cultural nature of instructor/student relationship

2. Development of effective cross-cultural interpersonal expertise

    a. Recognition of own values and understanding that others may hold different and legitimate values

    b. Ability to refrain from imposing own values on others

    c. Understanding that counseling theories are themselves culture bound

    d. Understanding of the socio-political forces that have influenced the identity and perspective of the client

    e. Ability to use the client's own environment as a source of influence when appropriate

    f. Willingness to engage in more direct intervention in the life of the client than might be traditionally expected

    g. Ability to use a wide variety of counseling skills regardless of theoretical orientation

B. Specific to Brokering Services

1. Information-giving

    a. Knowledge of resources and how to gain access to them

    b. Direct knowledge and ability to transmit information regarding customs, social systems, daily living/coping skills, etc.

2. Counseling

    a. Skill in cross-cultural communication

    b. Skill in the program development process

    c. Ability to assist others develop problem-solving and conflict management skills

   d. Sensitivity to differing perceptions of cultural behavior and ability to interpret the meaning of culturally specific behavior

   e. Understanding of the stages of culture shock and associated behavior

   f. Sensitivity to problems of interpersonal relationships and skill in counseling techniques appropriate for helping with their solutions

3. Assessment

   a. Understanding of specific tools and techniques for assessing individual needs, interests, and abilities

   b. Knowledge of available programs and services from which students may select appropriate experiences or services

   c. Ability to assist others in the evaluation of options and determination of appropriate choices

4. Advocacy

   a. Ability to facilitate communication between persons of differing cultural orientations

   b. Ability to intervene effectively on the student's behalf when decisions affecting him/her are being made

   c. Ability to serve as an agent of change

5. On-Going Support

   a. Skill in establishing an atmosphere conducive to optimal learning and personal development

   b. Ability to communicate acceptance and respect for the students in terms that are meaningful within their frames of reference

   c. Willingness to be part of the students' social relationships and act as a catalyst in their formation

   d. Ability to provide for follow-up activities which encourage and assist students as they carry out personal development plans

   e. Ability to assist students with self-evaluation of progress toward goals and the maintenance of an on-going process of personal program development

APPENDIX B

AGENCIES SUPPORTING ESL PROGRAMS FROM WHICH SURVEY SAMPLE WAS DRAWN

Anoka Area Vocational Technical Institute (AVTI)

Austin AVTI

Independent School District (ISD) 271
Bloomington
Community Education Department

ISD 191, Burnsville, Eagan, Savage
Community Services Department

University of Minnesota, Crookston
Reading Learning Center
(Note: Contacts through this agency worked in community-based programs.)

Dakota County AVTI

Duluth AVTI

Duluth Community Education Department

Eveleth AVTI

H.I.R.E.D. CETA
Crystal

International Institute
St. Paul

Jackson AVTI

Macalester College English Language Institute

Mankato AVTI

Minneapolis Public Schools
Special School District 1

Minneapolis AVTI

ISD 276, Minnetonka
Community Services Department

Moorhead AVTI

Mounds View School District 612
Community Education Department

M.R.C. CETA
St. Louis Park

916 AVTI
White Bear Lake

Osseo School District 279
ABE/ESL Program

Red Wing AVTI

Robbinsdale Area Schools, District 281
Community Education Department

Catholic Social Services of Rochester

ISD 196, Rosemount
Community Education Department

Special Education School District 742
St. Cloud

St. Louis Park School District 283
Community Education Department

ISD 625, St. Paul
Adult Community Education Center

St. Paul AVTI

Suburban Hennepin County AVTI
Hopkins

Talmud Torah Schools
St. Louis Park

Thief River Falls AVTI

APPENDIX C

Minnesota State Department of Education
Capitol Square ☐ 550 Cedar Street ☐ St. Paul, Minnesota 55101

Phone: 612/296-5707

Dear Indochinese Project Staff:

Attached is a survey designed by Ms. Dorothy Stockwell, a Adult Education graduate student and fellow ESL professional. I have reviewed the survey and feel that the information she is gathering will be most useful to people like myself who are responsible for designing and developing educational programs for Indochinese adults.

I would greatly appreciate you taking a few moments of your time to complete the survey. The data you provide will be considered as proposals for program development and improvement are submitted.

Thank you for your participation.

Sincerely,

Lynda R Ball

Lynda R. Ball
Support Service Specialist
Division of Vocational-Technical Education

tjk

AN EQUAL OPPORTUNITY EMPLOYER

APPENDIX D

February 6, 1980

Dear Adult Educator,

As a professional educator in the field of English as a Second Language, you are well aware of the important role ESL instructors play in fulfilling the rapidly growing need for services for refugees and other non-English speaking adults.

We would like to invite you to participate in a study being made through the Graduate Program in Adult Education at the University of Minnesota. The purpose of the study is to determine the extent to which ESL instructors provide educational brokering services. These services include information-giving, counseling, assessment, advocacy, and on-going support. We would also like to know what you perceive to be the needs of your students for such services with regard to their education, career or vocation, coping and daily living problems, social/emotional concerns and personal relationships.

It is our hope that we can gain a better understanding of the role of ESL instructors in the acculturation of adult students from non-English speaking backgrounds, and to determine what sort of training and/or support services ESL instructors would find most helpful to them in their work.

We hope you will agree to take part in this study. You are asked to complete the attached questionnaire; you will probably be able to do this in about 20 minutes. Your participation is voluntary and you may refuse to respond to any particular question without prejudice. All information gathered will be strictly confidential, and will be used for aggregate analysis only. Your questionnaire has been coded so that we may provide study results to respondents or should a follow-up mailing be necessary.

Please feel free to contact us if you have any questions. You may reach us by telephone at 612-890-5932, or by mail at the address below.

Thank you very much for your help.

Sincerely,

Dorothy Stockwell
13028 Girard Av. So.
Burnsville, MN. 55337

University of Minnesota
Graduate Program in Adult Education

ENGLISH AS A SECOND LANGUAGE INSTRUCTORS AS PROVIDERS OF EDUCATIONAL BROKERING SERVICES FOR ADULTS

A questionnaire to help determine: the extent to which instructors of English as a Second Language (ESL) classes for adults provide educational brokering services, the areas in which ESL program personnel perceive that students have need for assistance, and the knowledge, skills and attitudes deemed by ESL professionals to be important instructor attributes.

A. Respondent Background Information:

Please check or fill in blanks as appropriate.

1. Position:

ESL Teacher of adults. Yes____ No____ Number of paid working hours per week._____
Coordinator of ESL adult program. Yes____ No____ Number of paid hours per week._____

2. Type of program/institution in which you work:

Public School (Community Education) _________
Vocational/Technical Institute _________
Community College _________
Private Agency _________
Other (specify) ______________________________

3. Type of community in which program is located:

Minneapolis/St. Paul metropolitan area (7 counties) _______
City outside Mpls./St. Paul metro area (population 15,000 or more) _______
Town or rural community (population less than 15,000) _______

4. Are you currently teaching English as a Second Language to adult students?
Yes ________ No ________

(continued on back)

If your answer to question #4 is yes, how many classes are you teaching? __________
What is the average class enrollment at the present time? ______________

If you are an administrator, what is the average number of students, or prospective students, that you work with in this capacity in an average week? __________

5. Educational Experience:

Please check the highest educational level which you have attained. (check one)

High School Diploma ____________
Additional education beyond High School Diploma ___________

Baccalaureate Degree ____________
Additional credits beyond the Baccalaureate Degree _________

Master's Degree ____________
Additional credits beyond the Master's Degree ____________

What were your major and minor fields of study?

Undergraduate major ________________________________
Undergraduate minor ________________________________

Graduate major ________________________________
Graduate minor ________________________________

Have you participated in any courses or workshops especially designed for ESL teachers in the past 12 months? Yes _____ No ________

Have you had any specific training in counseling or guidance? Please describe.

B. Services Provided:

Please estimate the percentage of your paid work time which you believe you spend during a typical month providing the educational brokering services listed below in each of five potential areas of need.

Circle the letter which most closely represents your estimated frequency rate.

F = Frequently 26% - 33+%
O = Occasionally 6% - 25%
L = Little or Never 5% or less

	AREAS OF NEED (see addendum for definitions)				
SERVICES	Educational Needs	Career/ Vocational Needs	Coping/ Daily Living Needs	Social/ Emotional Needs	Personal Relationship Needs
1. Provide information about programs dealing with	F O L	F O L	F O L	F O L	F O L
2. Provide information about gaining access to specific helping services meeting...	F O L	F O L	F O L	F O L	F O L
3. Help assess personal.......	F O L	F O L	F O L	F O L	F O L
4. Help set personal goals and objectives with regard to..	F O L	F O L	F O L	F O L	F O L
5. Help select programs, services to meet specific.....	F O L	F O L	F O L	F O L	F O L
6. Teach specific skills to help student deal with.....	F O L	F O L	F O L	F O L	F O L
7. Provide support of personal efforts to meet...........	F O L	F O L	F O L	F O L	F O L

(continued on back)

	AREAS OF NEED				
SERVICES	Educational Needs	Career/ Vocational Needs	Coping/ Daily Living Needs	Social/ Emotional Needs	Personal Relationship Needs
8. Assist with evaluation of progress toward personal goals with regard to.......	F O L	F O L	F O L	F O L	F O L
9. Interpret the U.S. culture, customs related to.........	F O L	F O L	F O L	F O L	F O L
10. Assist with adjustment to unfamiliar cultural demands pertaining to.............	F O L	F O L	F O L	F O L	F O L
11. Help solve interpersonal communication problems which occur relative to....	F O L	F O L	F O L	F O L	F O L
12. Provide direct assistance to students in establishing and maintaining satisfactory relationships with agencies serving their...............	F O L	F O L	F O L	F O L	F O L

Please indicate the percentage of your paid work time which you devote in a typical month to the following:

Specific language instruction ______________%

Educational brokering ______________%

Administration ______________%

Other (specify) ______________%

100 % Total

C. Perceived Student Needs

Please indicate the extent to which you perceive that students need brokering services in each of the five areas of need.

Circle the letter which most closely represents your perception of need.

M = Much S = Some L = Little or None

SERVICES (see addendum for definitions)	AREAS OF NEED				
	Educational Needs	Career/ Vocational Needs	Coping/ Daily Living Needs	Social/ Emotional Needs	Personal Relationship Needs
1. Information-giving	M S L	M S L	M S L	M S L	M S L
2. Counseling	M S L	M S L	M S L	M S L	M S L
3. Assessment	M S L	M S L	M S L	M S L	M S L
4. Advocacy	M S L	M S L	M S L	M S L	M S L
5. On-going Support	M S L	M S L	M S L	M S L	M S L

Which of the following educational brokering services do you believe that ESL instructors should provide?

	Should	Should Not	Uncertain
1. Information-giving	______	______	______
2. Counseling	______	______	______
3. Assessment	______	______	______
4. Advocacy	______	______	______
5. On-going Support	______	______	______

(continued on back)

If you do not believe that ESL instructors should provide educational brokering services for adult students, please list below any suggestions you have for how students needs for brokering may best be met.

D. Instructor Knowledge, Skills, Attitudes

Listed below are descriptions of knowledge, skills, and attitudes which may be attributed to ESL instructors.

To the left of each item please place a check in the appropriate column to indicate how important you believe it is for ESL instructors to possess the stated attribute.

At the right please check your interest in attending workshops which would help you further develop your own knowledge, skills, or attitudes.

IMPORTANCE OF ATTRIBUTES			KNOWLEDGE, SKILLS, ATTITUDES	INTEREST IN WORKSHOPS		
Much	Some	Little/No		Much	Some	Little/No
			1. Skill in using appropriate strategies for teaching adults.			
			2. Skill in ESL instruction.			
			3. Skill in providing a supportive learning environment for adult learners.			
			4. General understanding of counseling theories and procedures.			
			5. Understanding of cross-cultural counseling theories and procedures.			
			6. Skill in cross-cultural communication.			
			7. General understanding of the relationships between culture and personality development.			
			8. General understanding of the specific cultural groups represented by your students.			

(continued on back)

KNOWLEDGE, SKILLS, ATTITUDES

IMPORTANCE OF ATTRIBUTES				INTEREST IN WORKSHOPS		
Much	Some	Little/No		Much	Some	Little/No
			9. Ability to teach daily living/ coping skills.			
			10. Ability to teach problem-solving.			
			11. Knowledge of how students can gain access to local resources and programs.			
			12. Willingness to intervene on behalf of students in their relationships with other helping agencies or persons.			
			13. General understanding of the program development and evaluation processes.			
			14. Skill in using techniques for assessing educational needs, interests, abilities and options.			
			15. Skill in using techniques for assessing vocational needs, interests, abilities and options.			
			16. Skill in formulating goals and objectives.			
			17. Skill in identifying resources for accomplishing goals.			
			18. Skill in developing and utilizing relevant evaluation procedures.			
			19. Other. Please specify. ___________ ______________________________			

Thank you very much for completing this questionnaire. Your contribution is greatly appreciated.

Please check both sides of each page to be sure there are no inadvertent omissions.

If you would like to receive a summary of the findings of this study, check here. _______

Please return your questionnaire by February 27th to:

Dorothy Stockwell
13028 Girard Av. So.
Burnsville, MN. 55337

A stamped, addressed envelope is enclosed for your convenience.

ADDENDUM - DEFINITIONS OF TERMS

Educational Brokering Services

1. Information-Giving - Providing adults with information regarding specific programs, opportunities, culturally appropriate and effective behavior and resources.

2. Counseling - Providing assistance with interpretation of information, development of personal plans, development of problem-solving ability, interpretation of culturally specific behavior, coping with culture shock, solving interpersonal relationship problems.

3. Assessment - Helping individuals assess own strengths and weaknesses and select experiences and services appropriate to their needs.

4. Advocacy - Supporting individuals in their decisions and providing direct assistance in gaining access to needed programs or services.

5. On-going Support - Providing encouragement and assistance as students move toward the realization of goals, serving in a friendship role, providing an emotionally supportive learning environment.

Areas of Need

1. Educational - Needs related to student's education or training.

2. Career/Vocational - Needs related to student's role as a worker.

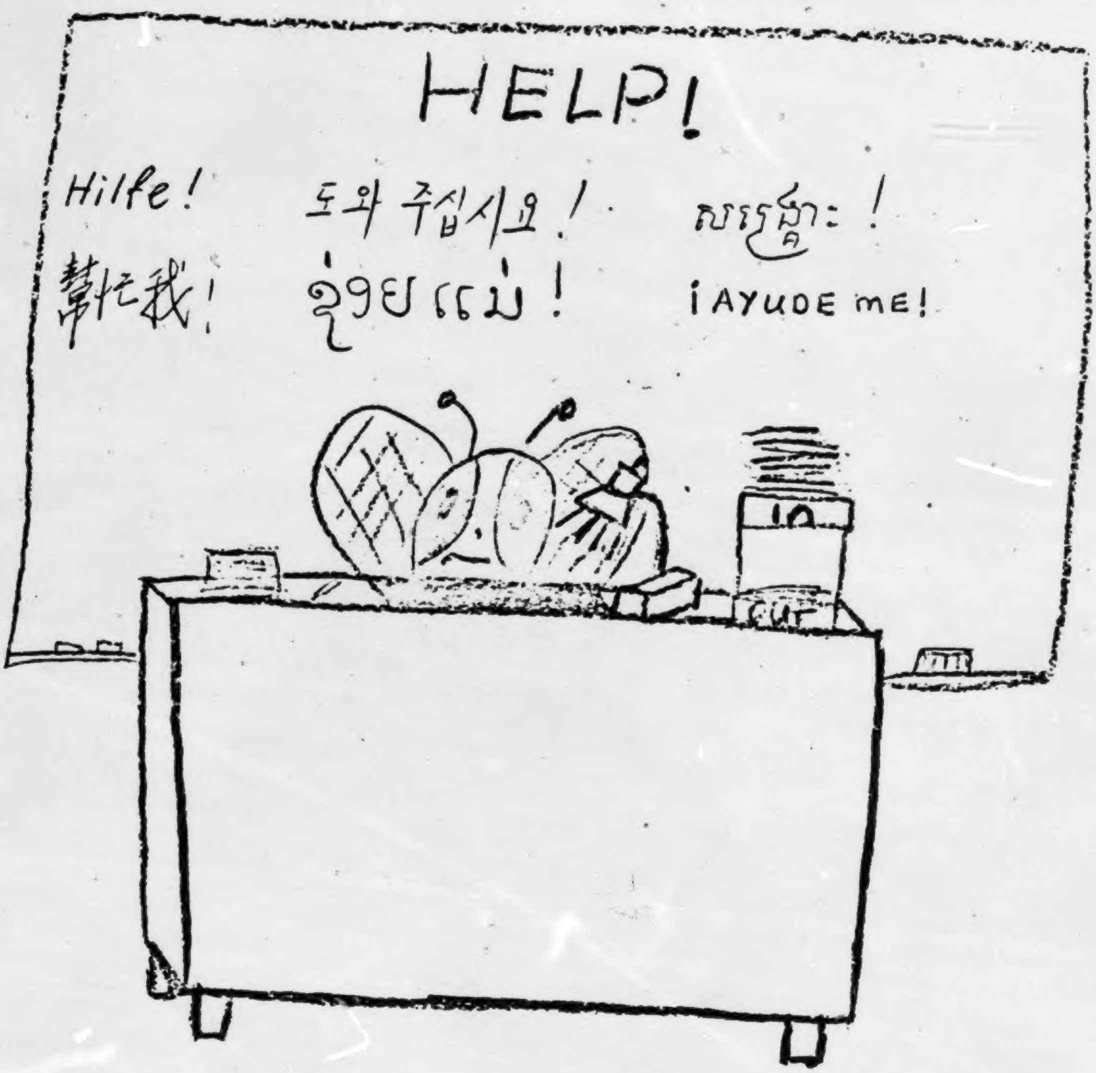
3. Coping/Daily Living - Needs related to behavior, knowledge necessary for operating effectively in society. (e.g. culture specific topics in money management, consumerism, health practices, transportation, communication, climate, customs, government regulations)

4. Social/Emotional - Needs related to an internal sense of belonging, self-esteem, identity, sense of "fit" with environment; cultural meaning associated with language; problems associated with sense of loss of familiar environment and adaptation to new; hostility phase of culture shock.

5. Personal Relationships - Needs related to specific interpersonal interactions; interpersonal communication; development of appropriate new relationships, maintenance of familiar relationships within the new cultural setting.

APPENDIX E

WE KNOW YOU ARE BUSY, BUT . . . . .


HELP!
Hilfe!
도와 주십시요!
សង្គ្រោះ!
幫忙我!
ຊ່ວຍແນ່!
¡AYUDE ME!
10
CUT

IF YOU HAVEN'T DONE SO ALREADY, PLEASE TAKE TIME NOW TO COMPLETE THE QUESTIONNAIRE ON ESL INSTRUCTORS AS PROVIDERS OF EDUCATIONAL BROKERING SERVICES FOR ADULTS. WE VALUE YOUR CONTRIBUTION.

IF YOU NEED ANOTHER COPY OF THE QUESTIONNAIRE CALL 612-890-5932, OR WRITE US AT: 13028 GIRARD AV. SO., BURNSVILLE, MN. 55337.

THANK YOU.

Dorothy Stockwell

DOROTHY STOCKWELL

APPENDIX F

TABLE 9-B

PERCENTAGES OF RESPONDENTS PERCEIVING SOME AND LITTLE OR NO NEED FOR EDUCATIONAL BROKERING SERVICES BY FIVE AREAS OF NEED

N: Range = 87 - 92, Average = 92

S = Some L = Little or No

	Areas of Need									
	Education		Career/ Vocation		Coping/ Daily Liv.		Social/ Emotional		Personal Relationship	
Services	S	L	S	L	S	L	S	L	S	L
1. Information-giving	31	5	16	4	26	2	46	12	53	20
2. Counseling	49	8	28	6	40	6	53	15	58	19
3. Assessment	48	7	48	3	59	12	56	27	46	40
4. Advocacy	47	13	47	10	52	15	55	24	52	34
5. On-going support	40	4	38	4	38	8	49	14	47	24